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ABSTRACT

In 1972, the Puerto Rican Research and Resources Center began to develop a college which would respond to the inadequacies of the present educational system in meeting the needs of Puerto Ricans. Although a community college was orignially envisioned, the end result was a plan for a university (universidad Boricua) which will have learning centers in New York, Boston, Philadelphia, and Puerto Rico, and which will offer bachelor of arts, associate of arts, certificate, and high school equivalency degrees. Each learning center will be housed in a storefront-type facility in a Puerto Rican neighborhood. The proposed university will use existing resources by entering into cooperative agreements with other colleges and universities for the use of laboratories, libraries, and gymnasiums. It will also solicit the support of local businesses in developing and implementing work/study programs. Universidad Boricua will concentrate on five major fields of study: communications technology, teaching, medical/health technology, urban renewal, and law. This report describes the planning process and the resulting plan and outlines the implementation process. A profile of Universidad Boricua and an overview of the Puerto Rican migrant are appended. (DC)

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Final Report

Project No. R-021029
Grant No. OEG-0-72-4715

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A Proposal for the Development of Ramon E. Betances Community College

November 30, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

National Institute of Education

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Universidad BORICUA
Puerto Rican Research and Resources Center, Inc.
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National Institute of Education

PREFACE

On behalf of Universidad Boricua, I would like to take this opportunity to extend special thanks to all those who contributed to the success of this project. First, to those persons at NIE whom we are prevented from naming but whose assistance was invaluable in easing the transition in directorship of the project.

Also, to Dr. Marilyn Gittell for her effort in compiling data on employment and education of Puerto Ricans in New York, and Dr. Gilbert Ortiz, for his generous willingness to share with us the benefit of his own work in advancing a medical/health technology program for Puerto Ricans.

Special thanks also to Mr. Edward Bowden of AT & T, with whom we look forward to an amicable working relationship in the future.

Finally, my personal gratitude to all the staff of the Puerto Rican Research and Resources Center who have participated in this project; but in particular to Dr. Antonia Pantoja and Ms. Barbara Blourock, the espirits createurs of Universidad Boricua. For them, however, no expression of gratitude can approach the simple statement that today, Universidad Boricua exists.

ABSTRACT

The Puerto Rican Research and Resources Center, Inc. was granted $40,005.00 in 1972 for development of a college to respond to defined inadequacies in the present educational system in meeting the needs of Puerto Ricans. Extensive data supporting hitherto uninvestigated causes of Puerto Rican educational problems were collected and precise solutions proposed thereon, were embodied in the concept of the Ramon E. Betances Community College.

The several conditions were imposed upon the grant that curriculum planning and testing be eliminated from the scope of the project. However, the planners sought and were granted funds for that purpose from the Fund for the Improvement of Post-Secondary Education. The college has expanded beyond projections; it is now an accredited national university with projected learning centers in four areas of high Puerto Rican concentration. Classes in the Williamburg (New York) Learning Center are scheduled to commence in early 1974.

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1. BACKGROUND

A. Objectives and Goals

Any discussion of the successes of the Puerto Rican Research and Resources Center's execution of tasks set forth in the proposal for the development of Ramon E. Betances Community College must necessarily explain those successes in terms of the changing conditions which characterized the grant period. The problems, goals and methodology stated in the original proposal bear repeating.

The problems afflicting the Puerto Rican community and the evident perpetuation of needs and interests of Puerto Ricans has achieved catastrophic levels. The Puerto Rican Research and Resources Center in 1972 submitted this proposal to substantiate and explicate the two apparent causes of this problem:

1) Education which did not provide the necessary professional background for students about to enter the job market, hence the problem of Puerto Rican underemployment; and

2) Education which offered the student the opposing alternatives of either divorcing himself from his culture, family, and friends or rejecting the educational system which negated his identity, hence contributing to the highest drop-out rate of any ethnic group -- 80% as compared to 20% for Anglo whites.

Having removed these assumptions from the realm of heuristics, solutions based on hard data were to be proposed, i.e., an alternative method of educational and career-oriented training designed to 1) foster self-respect by reinforcing the cultural heritage of students, and 2) lead to employment. Although the proposal presupposed substantiation of these needs and alternatives, the result of this research was to be a blueprint of the Ramon E. Betances Community College, an institution to serve the Puerto Rican community.

As evidenced in a plan for development and establishment of the college, the tangible results of the Center's work were to include:

1) A definition of or educational philosophy and goals based on the Puerto Rican experience.

2) Establishment of funding and political support for the proposed college.

3) Knowledge of Employment opportunities for Puerto Ricans to be used as a basis for curriculum development.

4) Initial development of career education models for the employment opportunities exposed.

5) Definition of desired faculty and methodology for recruiting such faculty.

6) Initiation of accreditation procedures.

7) Establishment of administrative policies and operating procedures.

To achieve these results the efforts of the proposed college planners were divided into two parts, one related to the employment or career objectives and the other related to socio-cultural objectives.

Employment Objectives: An extensive survey of New York-Metropolitan area employers was carried out to ascertain needs, with the purpose of culling a group of large scale employers interested in cooperative OJT and grants and loans to students and/or the college. From these areas of opportunity three principal fields offering maximum potential were to be selected, consultants with expertise in those fields chosen, and a final definitive statement of curricular (course, equipment, work/study) guidelines erected.

Socio-Cultural Objectives: To tailor the college to the aforementioned cultural constraints upon social mobility, we envisioned a Development Advisory Panel consisting of 20 representatives of Puerto Rican leaders, students, state and local legislators, employers, innovative educators, possible accreditors and professional association personnel. Following a careful recruitment of this panel, three meetings were planned to consider goals, philosophy, curriculum, recruitment, and administrative policies and operating procedures. Coordinated by a consultant, the panel was to produce the necessary model within the framework of flexible, student-centered educational techniques.

B. Conditions and Problems

Several procedural changes preceded commencement of work. There arose from certain supplemental conditions upon which funding was made contingent, notably:

1. Procurement of approval of policy-makers within the New York City government.

2. Procedural changes in the employer survey, plus additional investigation of Puerto Rican unemployment, including the hiring of an Association Director to coordinate the survey directly from New York.

3. Abandonment of plans for development of curriculum content.

In attempting to meet these last two requirements we encountered two basic problems which necessitated further modifications.

1. The extensive nature of the research being conducted in New York required the hiring of a competent, independent researcher to conduct work in the time allotted. With the Associate Director thus freed from the need to travel so frequently between Washington and New York, coordination of all New York work was accomplished more efficiently.

2. The curriculum limitation imposed a broad restraint on the project as a whole: stated simplistically, how does one assign long-term financing priorities to an untested scheme? Roadblocks also arose in the path of achieving specific objectives of the grant. Funds had not been allocated for curriculum planning and testing, yet once areas of priority were identified, it was impossible to translate them into curricula with the requisite specificity. Furthermore, licensing and accrediting were slowed by our inability to define the very

subject matter to be offered. So, despite the economizing administrative tools built into UB (self-evaluation and cost-benefit/cost analysis), this restraint was clearly destined to produce in the end a less thorough conceptualization of the college, and a weakened financial posture in the eyes of potential funders.

Attempting to expand both our scope and effectiveness-control, on May 9, 1973 we requested an extension of 4 months (from June 1, to September 30, 1973) and $69,741 for (aside from the logical extension of the original work): 1) construction of a detailed Theoretical Model in four fields (communication technology, Medical/health technology, Teacher training and restoration technology), and 2) a Pilot Studies program to implement the academic component of the Theoretical Models, utilizing the aid of employers contacted thereby. The function of this Pilot Studies Program was to explore the limits of making course content relevant to Puerto Ricans, to work out a feasible work/study ratio, and to get faculty and student input as to curricular materials and evaluations -- procedurally and substantively. (While the planning/testing design was rejected by NIE, the Fund for the Improvement of Post-Secondary Education funded a $196,263 proposal for same as a prerequisite to consideration of the Proposal for Development and Establishment.)

It is our opinion that future programs might benefit from our experience: long run economy can only result where

the continuity between planning and implementing is heightened. This is not to say that grantees should have complete freedom with regard to implementing their projects, but that progressive evaluation and the ability to change as the need arises is a concept which research and development grants ought to encourage.

The only other problem affecting the execution of the project arose and was resolved speedily.

Dr. Antonia Pantoja, Executive Director of the Puerto Rican Research and Resources Center, Inc. was forced to leave the Washington area for reasons of health, and departed in June to accept a position at San Diego State College. Dr. Pantoja was succeeded as Project Director by Dr. Victor G. Alicea of Columbia University, who entered the agency as Chancellor of Universidad Boricua. Dr. Alicea, named as a consultant in the original Betances College planning proposal, has been intimately associated with the project since its inception. Under his directorship a broader network of ties with potential employers and funders was established, and the final proposal for establishment and development was completed.

Mr. Carlos Garcia, Associate Director, also resigned during this period. Chancellor Alicea took charge of administering the remaining work of the project, filling the double role of Director and Associate Director.

II. THE RESULTING PLAN

The original concept of a college to serve the New York area has grown to a national institution with learning centers projected or being organized in New York, Philadelphia, Boston and Puerto Rico. An overall plan for the development and establishment of the college (Universidad Boricua) has emerged, and is being submitted to various funding sources A breakdown of the rationale and methodology of the plan for the university follows:

A. The Proposed University

Foremost of the Unviersity's goals is the desire to create an institution which will return to students a sense of dignity, identity and purpose. Planning, then, must take into account the opinions of all sectors of the population -- professionals, former prison inmates, high school drop-outs and adults wishing to return to high school.

Education must be transformed from a system of exclusion and separation into a process integrated into the individual's overall existence. It must encompass not only the classroom, but home, community and work. The teacher is not an officer or administrator, but a partner in the learning experience who also must expect to gain from this organic relationship. Communication - channels and methods - is an ability which must be incorporated into Universidad Boricua design.

B. Objective

The purpose of the University is to arm Puerto Ricans with the knowledge and skills to transform themselves from victims of a technological society to users of that society; people with the ability to break existing patterns of poverty and deprivation. To this end Universidad Boricua will seek to:

- Serve approximately 2,000 Puerto Ricans by 1980;
- Provide graduates with greater access to professions and fields by offering the necessary curricular preparation;
- Create a pool of Puerto Rican educators who can propagate bilingual-bicultural education at all levels;
- Establish a program of on-going research to gather information on the problems of the Puerto Rican community;
- Create a clearinghouse of information on Boricua art, culture, history and the research generated by investigation.

C. Mode of Operation

Our philosophy and objectives demand a new type of institution -- one consubstantial with the Puerto Rican community. First, although the chancellory and research center will be housed in Washington-in order to avail

students and University of the resources of the national capital-learning centers will be organized in the communities themselves. (See Chart, p. 10.)

Secondly, the process of learning will be personalized. While education must be offered to groups, the atomizing influence of assembly-line education can be overcome by rearranging the traditional classroom into learning units of 50 or 60 students, then further into small learning groups of 10 students each, thus allowing self-paced learning and the facilitating influence of interpersonal relationships with fellow students and instructors. To heighten the subjectivity of learning, the tutor-counsellor and peer-pair techniques will further decentralize the education process, divesting the instructor of his authoritarian role and rendering him a "facilitator of learning".

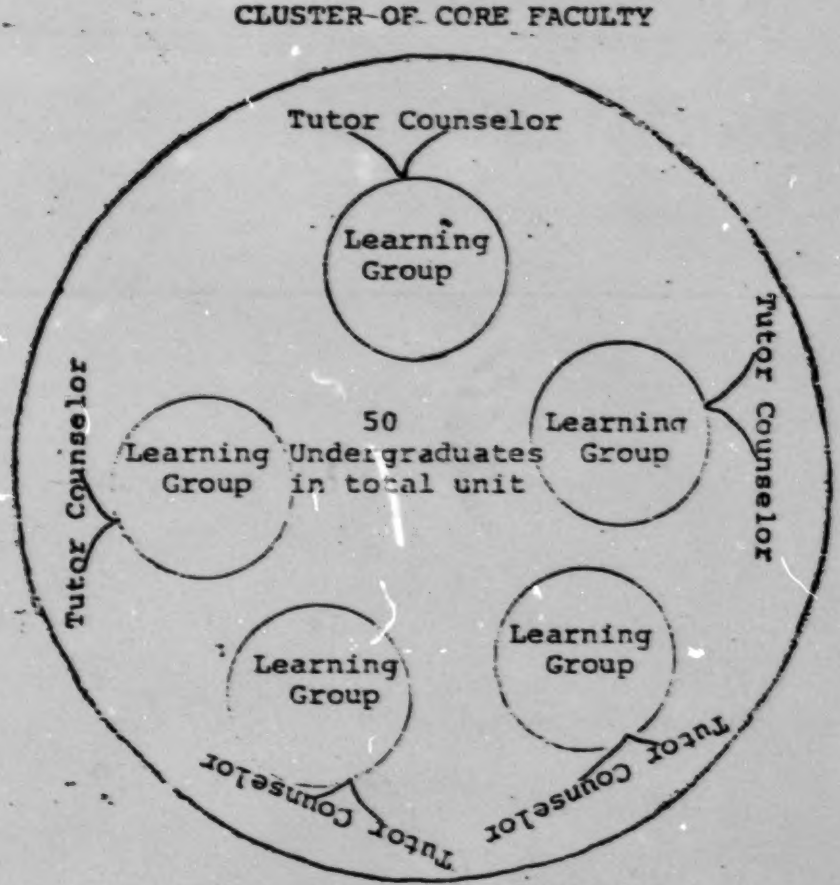
Thirdly, education must be professionally relevant to the students. All types of learning experiences will include work/study arrangements where the student needs and desires it, placing emphasis upon the role of work in education. Through career education the University will open technology to students, offering them the opportunity to find their talents and to relate them to the working world.

To this end, Dr. Marilyn Gittell of the Queens College Department of Urban Studies, was asked to prepare a needs-assessment and employment/educational opportunities survey

Illustration No. I

Universidad BORICUA

Basic Learning Unit and the Learning Process



CLUSTER OF CORE FACULTY = The paid faculty of Universidad BORICUA.

TUTOR-COUNSELOR = A graduate student who earns money and credits working with the learning group as his or her work study requirement. The Tutor-Counselor can be a graduate student enrolled in Universidad BORICUA or in another university or both.

PEER PAIRS = The ten students in the learning groups will each choose a peer to whom he or she will relate throughout his or her learning process.

of the New York Metropolitan area. Although it was originally envisioned that the Associate Director would perform this task, the extensive nature of the required research necessitated the hiring of a New York consultant who would report to the Associate Director in Washington. It has proven to be the most efficient, accurate and economical method of obtaining the needed data.

After identifying the principal occupational areas which UB would promote, we began initial development of career education models. However, allotted funds permitted only the development of a methodology for conveying these career backgrounds within the framework of Universidad Boricua philosophy. Curriculum planning in se has already commenced under the terms of the planning/testing grant recently secured.

Finally, the University will seek to prepare not only technicians and professionals, but well-rounded human beings. To that end the University will offer what is traditionally known as a liberal arts curriculum, but from a problem-solving approach: math, communication, critical analysis and evaluation, and problem solving and decision-making. Degrees offered will be: Bachelor of Arts, Associate of Arts, Certificate and High School equivalency.

D. Curriculum

Five principal fields of study will be offered in the Universidad Boricua curriculum: Communications Technology, Teaching, Medical/Health Technology, Urban Redevelopment, and Law. These will be integrated into the total curriculum

as funds for development are secured; but the model guiding development will be clinical. Learning must be planned in relation to work. Nonetheless, unemployed or undecided students will have the opportunity to initiate academic studies before launching a practicum.

Development will rely upon the input of prospective students, experts, and community persons active in a process of goal-setting, componential definition, and evaluation. After access to facilities is secured, learning units and learning groups will be formed to initiate studies. Later evaluation of the program will precede "institutionalization": perpetuation by 1) continuation and expansion of program, 2) ongoing research to keep the program up-to-date with technological advances, and 3) recruitment of exposed students to act as tutor-counsellors to entering students.

To the extent feasible, in all curricula Universidad Boricua will use existing resources rather than create new ones. The University will enter cooperative agreements with other colleges and universities for the use of facilities such as laboratories, libraries and gymnasiums. A similar approach will be taken in industrial and professional career education programs. Firms employing large numbers of people and engaged in fields paralleling Universidad Boricua's programs will be asked to offer work opportunities to students. These employers, besides offering jobs in their fields of study, will serve as

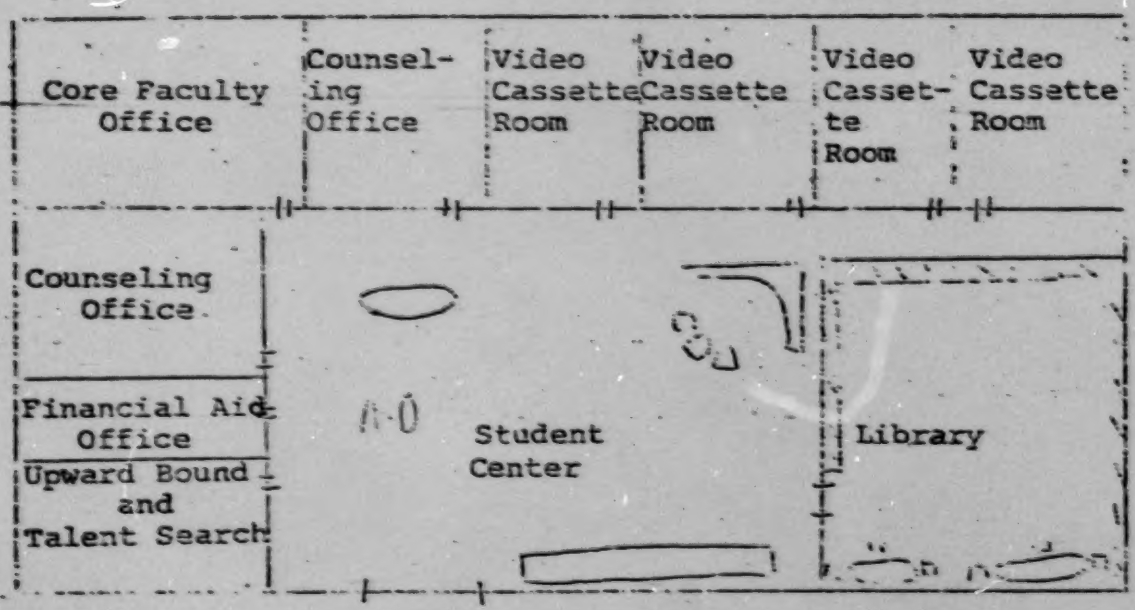
resource people, lending their expertise in management and technology.

E. The Learning Center

Each Learning Center will be housed in a storefront type of facility in a Puerto Rican neighborhood, patterned after the sketch below. The Learning Center in each community will have a basic staff and faculty of six persons each. The core faculty members will hold a doctoral degree or be in the process of obtaining one, and will live in the city where the Center is located. The remainder of the staff will consist of persons holding a doctorate, masters or bachelors degree, or adjuncts who are community persons recognized as distinguished practitioners in their respective fields. A supportive staff of tutor-counsellors, and clerical and maintenance personnel will be provided by the students themselves.

The following table summarizes the envisioned faculty, staff and student composition of the Learning Center.

TYPICAL LEARNING CENTER



(Old Supermarket or Factory Type Loft)

LEARNING CENTERS IN EACH AREA:

STUDENTS AND FACULTY

City	Core Faculty	# of Units	Students	Learning Centers
Boston	4	1 X	50= 50	1
New York	8	2 X	50= 100	1
Philadelphia	4	1 X	50= 50	1
Washington, D.C.	Interns: 3 graduates PRR&RC, 12 graduates in agencies			
Puerto Rico		Curriculum Development Summer Residential Component		

Cluster of Core-Faculty — Each carries one unit of 50 students.

Units and Learning-Groups — Each unit consists of 5 learning groups. The learning groups serviced by one tutor-counselor each and the 10 students are divided into 5 learning peer pairs.

Full Time Staff-

- one librarian in charge of the basic reference library and the video cassette courses library
- two financial aid officers who handle the grants, loans and work study jobs
- one center director who supervises the center functioning, the work study staff and the administrative needs of the Center.

Work Study Staff-

- 5 tutor-counselors who meet individually or in groups with their learning groups for tutoring or counseling sessions
- 6 typists
- 10 assistants, two for each staff and faculty.
- 2 maintenance persons

F. Sponsoring Organization

It is necessary to relate a few facts about the Puerto Rican Research and Resources Center because Universidad Boricua was created by the Center. In 1969 the Center was established in Washington, D.C. to utilize the resources of the capital in stimulating the production of research relating to the problems of the Puerto Rican community. Initial funding came from the Ford Foundation. Tax-exemption, incorporation and financial resources were lent by the Puerto Rican Forum, Inc. of New York. In 1970 the Center developed its own board, incorporation and tax exemption, and set about the development of a program to achieve the goal.

The primary efforts of the Center were directed at preparing the groundwork for a Boricua institution of higher learning, which would address itself to career education and offer entry to the large numbers of Puerto Rican drop-outs. Other work undertaken by the Center created an integrative approach to the formation of the University:

1) A grant to prepare an annotated bibliography of written and audio-visual materials on Puerto Rico and Puerto Ricans. (Published by R. R. Bowker, 1973).

2) A planning grant to develop a Clearinghouse of Information on books, articles, films, etc. on Puerto Rico and the Puerto Ricans.

3) A grant to establish a graduate research fellowship through which

10 Puerto Rican masters and doctoral students became fellows actively engaged in researching Boricua problems.

4) A grant to conduct a 2-year study of Puerto Rican dropping out in New Jersey.

After seven months of work using this approach, the University has emerged not merely as a plan, but as a budding institution.

G. Expected Sources of Support

While funding for development and establishment of the University is being sought from the Fund for the Improvement of Post-Secondary Education, Universidad Boricua planners have acknowledged that government cannot be the sole source of funding for the University. The University will seek to solicit foundation, industry, and community support in innovative ways. First, foundation support must be coordinated in a fashion conducive to overall University functioning. Secondly, large-scale employers offering career-related jobs to Universidad Boricua students will be approached to create an endowment fund as well. The assistance of smaller employers in the area of jobs and facilities will also be sought. Thirdly, a method will be devised for organizing community persons to assure a long-term financial base for the University.

H. Evaluation Plan

In order to increase the effectiveness of Universidad Boricua Operation, we plan to develop new mechanisms for

evaluating the success of the proposed programs. For this reason, the University needs a research component to assess performance. Overall research is necessary to explain the causes and conditions of problems afflicting the Puerto Rican community, and to measure change -- specifically, the impact of Universidad Boricua -- in those areas.

In-house evaluation for the internal purposes of the institution will be complemented by the input from external sources -- the community, cooperating institutions, and employers. This input will enter into decisions regarding adoption, continuation or modification of objectives, and the means for implementation. The evaluation procedure itself will be administered by a panel of experts experienced in the fields where students are placed.

Adjunct professors, core faculty, administrators and trustees should all be evaluated by all other members of the organization. Because a collectivist spirit must infuse the organization, the evaluations will foster the feeling of individual responsibility to the group.

Evaluation will also extend to the fiscal policies of the University. In order to assure the delivery of a dollar value for every dollar spent, a cost effectiveness/cost benefit model, integrated into the foregoing design, will be devised. A reporting format and schedule will set periodic and overall milestones and subject all expenditures to semi-

annual review as to efficiency and effectiveness, thus providing input for policy-making decisons.

III. IMPLEMENTATION STRATEGY

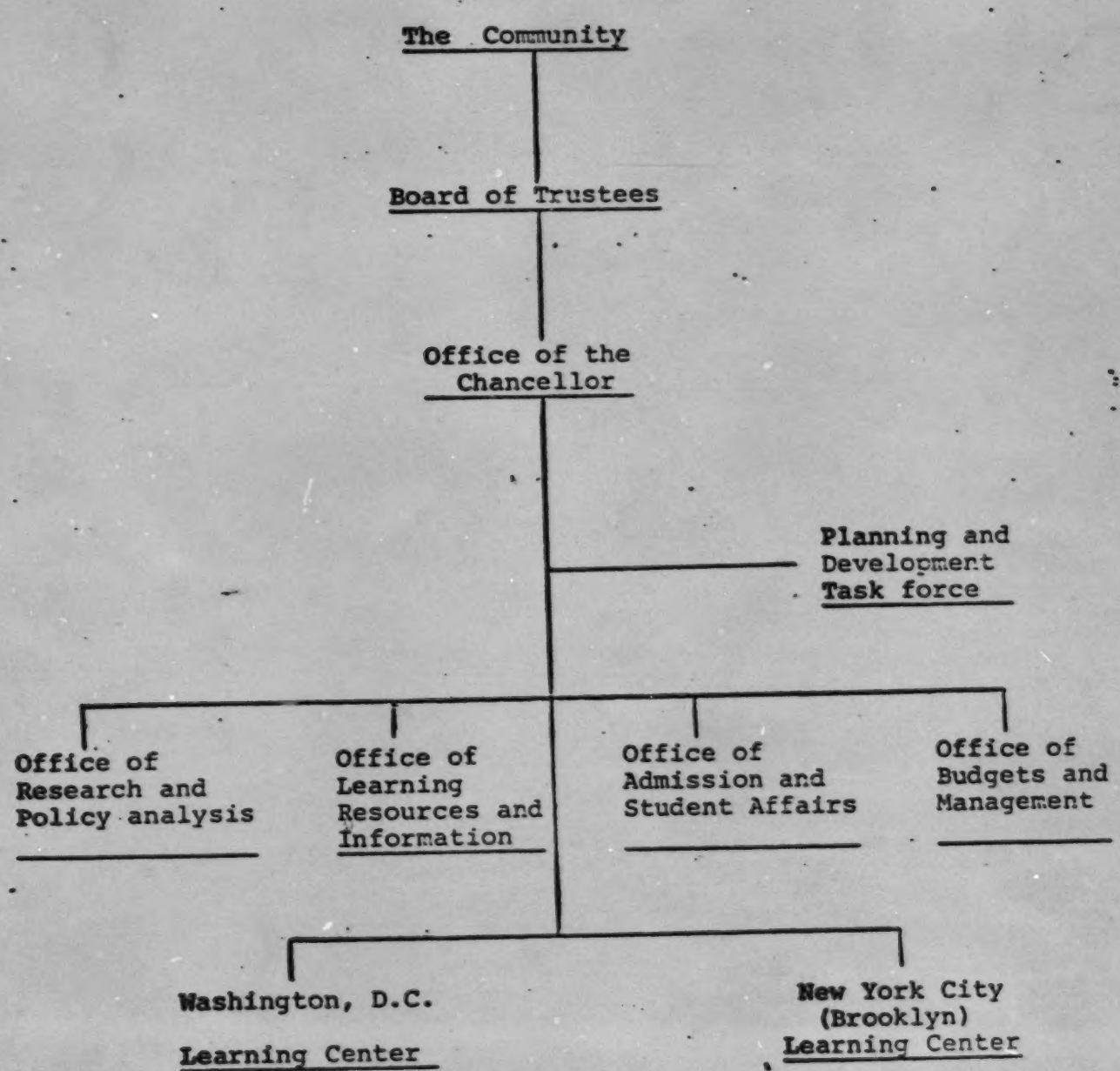
A. General Operations

1. Conversion to Universidad Boricua

In mid-1973 the Puerto Rican Research and Resources Center, Inc. legally became Universidad Boricua. Certain distinctions and traces of identity do prevail, however. The Puerto Rican Research and Resources Center remains, as its name implies, a research arm of the University, offering the University the advantages of its prestige and reputation. With staffing, the Center can undertake both the internal research needed for determining University policies and strategies, and such other and further research relating to Puerto Rican problems as funding permits.

The University on the other hand has instituted its own policies and procedures, and is administering pre-existing and succeeding projects accordingly. The chart below explains the new structure and function of each division, and the administrative assignments made to each.

STRUCTURE OF UNIVERSIDAD BORICUA


The Community
Board of Trustees
Office of the Chancellor
Planning and Development Task force
Office of Research and Policy analysis
Office of Learning Resources and Information
Office of Admission and Student Affairs
Office of Budgets and Management
Washington, D.C. Learning Center
New York City (Brooklyn) Learning Center

Because the University will be an integrative and inclusive institution, it must naturally maintain close ties with the community and its leaders. While the Board of Trustees is indeed one level of this link, the Chancellor's own community activities will provide the feedback to the Board and assist in the shaping of U.B. policy.

The Vice-Chancellor will be the Administrative arm of the Chancellor, managing the learning centers on a day-to-day basis, developing local funding, etc.

The Office of Budgets and Management will also be an input/output Office, providing budgetary guidance and administering all fiscal activities of the University. The Director will also supervise the clerical/administrative staff of the chancellory.

The Office of Resources and Information is charged with the coordination and dissemination of materials generated by the University. This also is a community-center activity.

The Office of Admissions and Student Affairs will both recruit students and provide the Vice-Chancellor with data regarding student achievement.

Office of Research and Policy Analysis, as research arm of the University, will provide new resource material and maintain an evaluative posture with respect to effectiveness of UB policies.

The Planning and Development Task Force will serve as both an administrative tool and ancillary research staff for the Chancellor in formulating internal policies.

2. Operational Programs

General operating funds obtained from Ford Foundation are financing the Puerto Rican Research and Resources Center. Under the terms of the Fellowship Program the University is providing living stipends and educational resources to ten students who are generating research for the University. The Office of Education has funded a program for disseminating government scholarship and work/study funds. The Office of Research and Policy Analysis is currently beginning work on a project to compile socio-economic profiles of New Jersey Puerto Rican communities. Still underway is a detailed study of the Determinants of Puerto Rican Educational Attainment. Funds are being sought by the Office of Resources and Information for implementation of a model for a Clearinghouse of Information constructed under a prior grant.

3. Funding and Community Support

Since community support is being sought in all areas where learning centers are scheduled to open, the process of obtaining that support is by no means ended. Much has already been done. Members of the City Government of New York, and Congressman Herman Badillo (NY) have guaranteed their support for the University. Congressman

Badillo's office has been particularly helpful in procuring assistance from potential employers. As noted below, the Senate of Puerto Rico is expected to pass a Joint Resolution offering $150,000 in scholarship funds to the University.

The University has received a $196,263 grant for preliminary curriculum planning and testing. These funds will carry establishment of the University's Williamsburg Learning Center, from which evaluation and necessary revision will derive. Efforts to secure full-fledged financial commitments are continuing while planning and testing of curricula is still pending.

Three offshoot proposals for the establishment of specific programs have been submitted to the Office of Education's Division of Student Assistance, requesting funds under Upward Bound, Special Services and Talent Search Programs.

The University has acknowledged however that funding cannot come solely from government. A meeting with private foundation representatives was held to discuss the creation of a consortium of foundations that could either jointly finance the University en bloc or singly support individual programs. After ascertaining interest, a proposal was offered to eight foundations: 1) The Ford Foundation 2) The Carnegie Corporation of New York 3) New York Foundation 4) The Rockefeller Brothers Fund 5) The Taconic Foundation

6) The Robert Johnson Foundation 7) Rockefeller Fund, and 8) The Edna McConnel Clarke Foundation.

As previously mentioned, the University has completed an employer survey for the New York area. With funds from the planning/testing grant, we are engaged in ongoing efforts to secure commitments for facilities and funds from employers who will be recruiting from the ranks of UB alumni. Also in this multi-faceted finance category is the task force of lawyers, economists and other professionals, and friends of the University -- oriented to explore the establishment of an educational insurance fund to assure long-term community support to the University.

Additional efforts to secure scholarship assistance are in progress. To date, $86,000 has been earmarked for UB by federal educational sources: Supplementary Educational Opportunity Grants ($24,218), National Direct Student Loans ($26,793), National Defense Student Loans, and the College Work/Study Program ($30,858). With passage of the Joint Resolution of the Senate of Puerto Rico, scholarship funds would total $233,000.

4. Career Education

Teacher Training

A bilingual teacher training model for improving the education of Puerto Rican teaching aides in New York City has been constructed in cooperation with CUNY officials

and the Board of Higher Education. A proposal was submitted to the Fund for the Improvement of Post-Secondary Education requesting $390,129 for programs of 50 students each at Queens College and Universidad Boricua.

Medical/Health Technology

The needs-assessment/opportunities study identified medicine as a general area of both need and opportunity. Lab technician level careers were identified as the principal area of availability. In cooperation with Dr. Gilbert Ortiz, Vice President of the New York Medical College, we are compiling an outline of the curricular requirements of such a program.

Communications

Following the securing of agreements of assistance from several New York broadcasters (private and educational), Universidad Boricua has undertaken efforts to obtain facilities-access and professional counseling assistance from employers who could recruit from the ranks of UB alumni. Positive results followed the grant of funds for planning and testing. AT&T has assigned a staffer to assist us in planning a communications curriculum. At the behest of Mr. Edward Bowden of AT&T, the Economic Development Council of New York was invited to coordinate a consortium of business representatives to expand input of potential employers in curriculum planning.

Offshoot groups to plan professional/para-professional training in law and medicine have been organized.

5. Accreditation

Two accrediting agencies have been approached by Universidad Boricua. The University has been granted membership in the Union for Experimenting Colleges and Universities, 1/ which is accredited by the North Central Association of Colleges and Secondary Schools. Also, in April 1973 a meeting was held with Dr. Herbert Kells of the Middle States Association to discuss direct accreditation. It was agreed that in later stages of the licensing process in New York and Washington formal application would be made. Accreditation in other areas will be sought as needed under funds for development and establishment of the University.

Indirect, or lent-accreditation agreements have also been sought from existing institutions such as Goddard College, Antioch College, and University Without Walls for use in areas outside North Central's sphere, or where partial implementation renders us ineligible for accreditation. Antioch and UWW may thus provide accreditation for classes conducted in Washington. In Boston, we have negotiated with Goddard College for use of their degrees in an initial program aimed at Puerto Ricans with some college background.

In brief, planning of the University has been carried to its logical boundary. The next step to be undertaken was establishment of a Learning Center.

1/ See Appendix 3.

B. The Williamsburg Learning Center

In July 1973 the Fund for the Improvement of Post-Secondary Education granted $196,263 to Universidad Boricua for "Development of a Learner-Centered Curriculum for Puerto Rican and Other Students". The objective: to research, develop and demonstrate an undergraduate level learning experience utilizing the results of the original planning grant. The Williamsburg Learning Center in Brooklyn will provide the prototype for Universidad Boricua learning centers elsewhere.

1. Curriculum Planning

Mr. Augusto Rivera was appointed Vice-Chancellor in September. Both he and the Chancellor immediately began recruitment of faculty for each of the four general curriculum areas: math, communication, critical analysis and evaluation, and problem solving and decision-making -- plus bilingual ability.

It is important to note that faculty members were chosen for their competency in these four core curricula, thus giving the center a full high school equivalency and liberal arts capacity, while the Chancellor continued work to create a career education curriculum. Projects well-underway at the moment are Communications Technology (in cooperation with AT&T), Medical/Health Technology (with the assistance of Dr. Gilbert Ortiz), and the previously mentioned Teacher Training curriculum.

Once the necessary four-member faculty was recruited, a vigorous timetable was fixed for completion of all preparatory phases leading to implementation.

Universidad Boricua must be able to draw upon the experiences of other educational institutions in order to define both the scope of skills to be conveyed and the weaknesses and strong points inherent in traditional and innovative institutions. To this end, faculty members are gathering information on curricula in use by special schools, and private, public and community colleges. Through visits, discussions and examination of curricular materials, Universidad Boricua will compile a useful bank of practical data for comparison and analysis in adapting curriculum content to UB's philosophy and objectives.

Faculty members will next receive training on the development of curriculum modules, technical aids and special techniques in teaching. After designing this preliminary curricula, identifying the existing aids and proposing supportive methodologies, members will participate in a colloquium to discuss and evaluate their proposed programs.

Final design, however, must be accomplished with the input of students. Based on tests and interviews, the students will complete a personalized learning contract outlining the skills to be conveyed and the objectives to be achieved. The ultimate curricular design, then, will be

variform; offering initially the studies needed by students, and not a host of courses given irrespective of demand, for the sake of uniformity.

2. Admissions Procedure

Ms. Doris Correa has been appointed Director of Admissions. As curricular planning nears the student input phase, Ms. Correa is formulating and identifying the administrative procedures and tools required for recruiting, financial aid and admissions. The criteria for admissions have been fixed. Regardless of formal high school or college attainement, Universidad Boricua will admit anyone meeting the following requirements:

1. Must have a 9th grade reading level in English or Spanish;
2. Must have some knowledge of fundamentals in mathematics including addition, subtraction, multiplication, and division;
3. Must be at least 17 years of age;
4. Must possess the maturity to work independently.

The Admission Process involves the following series of steps:

1. Persons requesting admissions information will be initially screened by an admissions person at each learning center to determine whether the individual meets the basic criteria for admissions, or whether some other educational system would be more appropriate for the individual's needs.

2. Once classified as a potential student, the individual will be given an application form, a brochure, and financial assistance forms.[1/]
3. When the application and financial assistance forms are completed and returned to the Learning Center with the five dollars ($5) application fee, the Learning Center admissions person will make an appointment for admissions testing and for an oral interview with each applicant.
4. The person will be given the necessary educational achievement tests in reading comprehension and math: these tests will be administered and evaluated by the faculty.
5. The oral interview will include an exploration of the individual's expression of interest for attending Universidad BORICUA, his past work or educational experience and his future career goals.

1/ Applications for previously mentioned scholarship funds made available by an OE grant are being processed through the College Scholarship Service, Princeton, N.J., in order to fulfill government data requirements. Recommendations of the CSS, however, are not final. The University considers it inconsistent with UB philosophy to require all applicants to pass traditional financial aid and scholastic requirements.

6. The admission application forms, interviews, and testing information will be used to evaluate each individual as a possible student at Universidad BORICUA. The Admissions Committee, composed of Learning Center staff, Director of Admissions, Faculty and Board of Trustee Member, will make a final determination on a candidate's status.
7. Each applicant will then be notified by mail of the Committee's decision with an explanation for that decision.
8. Once the individual has been accepted as a student at Universidad BORICUA, the necessary financial aid will be arranged by the student with the Admissions Office.
9. Registration will take place between the assigned educational facilitator and the new student and the learning contract will be finalized.
10. Orientation will take place during the initial meeting of the learning core group of students with the educational facilitator.

3. Facilities

Space is needed to house the learning center as shown in Illustration II. One location was identified and contact was made with the owner, but final determination is still pending. In the event that a suitable location does not

appear in time, Aspira of Brooklyn has assured the University the necessary space.

Universidad Boricua is negotiating cooperative agreements with other educational institutions as to use of libraries, laboratories and gymnasiums. As curricular needs increase, similar arrangements with other institutions will be sought. Aside from the obvious economic advantages of using existing facilities, this arrangement allows a healthy interaction of Universidad Boricua students with those of other colleges, eliminating the syndrome of isolated, "ghettoized" education.

Career education will also require the solicitation of external support. Employers will offer both facilities and expertise in management in setting curricular requirements and work/study schedules. One such agreement is already in the negotiating stage: AT&T is being requested to offer facilities and training to Williamsburg students. AT&T has actually assisted the university in developing further contacts with New York employers. At present, however, the process of securing commitments is hindered by lack of a career-education capacity. With funding to develop career education curricula, the development of a broader network of similar ties will be expedited.

APPENDIX 1

UNIVERSIDAD BORICUA

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I. THE PROBLEM

Puerto Ricans living in the United States are worse off than any other minority in the nation. Official statistics on income, unemployment and educational level attest this seemingly simple yet profoundly shocking statement.1/ Astonishingly, no public national consciousness of this dehumanizing condition exists in the United States, and there seems to be no national or local capability that is ready to respond to this deadly crisis which is affecting the lives of more than two million United States citizens.

In educational attainment, the Puerto Ricans are at a great disadvantage not only in comparison with whites, but also with the blacks with whom they share the urban slums. Figures obtained by the 1970 Census show that, in New York, New Jersey and Pennsylvania, adult Puerto Ricans have a much lower educational level than whites: the Puerto Ricans' median years of schooling is lower; the number completing less than one year of high school is higher, and the number who finish high school is much smaller. In those states, among Puerto Ricans 25 years of age and older, only 1.9 percent have finished college, compared with 11.4 percent of the whites.

1/ For a statistical analysis of key economic and educational indicators of Puerto Ricans in three states, compared with those of whites in the same states, see Table I in the Appendix.

A closer look at the single largest public school concentration of Puerto Ricans is useful to comprehend the extent of the educational problem that the Puerto Ricans face. It is estimated that there are in New York City's public schools approximately 300,000 Puerto Rican children, or 22 percent of the total school population. Data from the City's Board of Education shows that:

- In 1969, 86% of all Puerto Rican pupils were reading below grade level, 81% alone in the 8th grade, a crucial point between staying in school and dropping out.
- Between 1967 and 1970, 61% of all Puerto Rican students in grades 9 through 12 dropped out of school.
- In public schools with the largest Puerto Rican enrollment, there was a 40 to 45 percent rate of truancy.
- Puerto Rican students made up 12% of the enrollment in high schools and, of those, only 1.2% completed high school and obtained diplomas.

In 1970, a major survey of 97 schools in New York City with high concentrations of Puerto Rican students was conducted by the Puerto Rican Forum, Inc. It showed that, of the pupils in the school system who were non-English speaking, approximately 75% were Puerto Rican and 13% were other Spanish-speaking. It revealed also that 75% of those children

received absolutely no bilingual instruction; 22% received inadequate or makeshift bilingual classes, and only 3% were enrolled in bilingual education programs.

Harvey Scribner, Chancellor of the New York City Board of Education, corroborated this fact when he was quoted in the New York Times (May 7, 1972) to the effect that, of the 105,000 non-English speaking pupils in the City's public schools, only 4,418 were being reached by programs of bilingual education.

Paradoxically, the policy for regular Spanish instruction in the New York City school system applies only to the "gifted". In junior high schools, only children with reading ability at grade level or above were permitted to study Spanish. Are Puerto Ricans among the "gifted"?

A wealth of positive research findings exists showing that children who successfully learn to read in their mother tongue can master a second language as easily or easier than the first learners. Bilingual children have been consistently found to be superior in both I.Q. and linguistic development than monolingual children of the same socio-economic status.1/

Despite these possibilities, 86% of all Puerto Rican students surveyed in 1969-70 were found to be reading below grade level. An analysis of official reading scores showed

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1/ Wallace Lambert and Elizabeth Peal, "The Relation of Bilingualism to Intelligence," Psychological Monographs: General and Applied, No. 516, Vol. 76, No. 27, Washington, D.C., American Psychological Association, 1962.

that 70% were up to a year behind in the fifth grade and 44% were three to five years behind in the eighth grade. It is not surprising then that James S. Coleman found that Puerto Rican children were far below the national norm on verbal, reading and mathematic tests.1/

In fact, among Puerto Rican youth, both reading and I.Q. scores decline with age. I.Q. scores for a group of East Harlem Puerto Rican third graders averaged 91.2 compared to 98.8 for the City. By the eighth grade, their score was 83.2 compared to 103.4 for eighth graders in the City.2/ The longer they attend school, the less capable of learning they become.

Some things can make a difference in a child's life in school. According to a study conducted in 1970 in Chicago among Puerto Rican high school drop-outs, the attitude of a youngster's teacher could be a significant factor involved in his staying in school. The researchers found that twice as many Puerto Rican pupils questioned who had remained in school through the 12th grade had been taught by teachers of Spanish background.3/

Yet, those schools throughout the United States with an enrollment of up to 65% Puerto Rican have few, if any, bi-lingual personnel who can communicate with Spanish-speaking

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1/ James S. Coleman, "Test Scores from National Survey of Educational Opportunity."

2/ Patricia Cayo Sexton, Spanish Harlem: Anatomy of Poverty, 1965.

3/ Isidro Lucas, Puerto Rican Dropouts in Chicago; Numbers and Motivation, Council on Urban Education, Chicago, 1971.

children. In New York City, Puerto Ricans hold less than one percent of the professional school positions, including teachers, guidance counselors, assistant school principals and department heads. According to the N.Y.C. Board of Education, an estimated 4,200 Spanish-speaking teachers are needed in New York City to adequately meet the needs of the Spanish-speaking children.

Most Puerto Rican children are screened, tested, taught and evaluated by individuals who cannot understand them well enough to judge them on any level. Because they are Puerto Rican, from poorly educated parents, they are assumed to be less intelligent. Poor test-taking skills unwittingly corroborate this stereotype. They cannot speak English, and their silence is judged to be "slowness", retardation, belligerence, anti-social behavior, and even deafness.

In high school years, these stereotypes push them into vocational classes, and on to vocational schools. Guidance counselors assume that they are not "college material". Puerto Rican children are taught by their parents that the teacher is "always right". They begin to believe from their earliest school years that they themselves are "always wrong". And most often, by the schools standards, they are: they read poorly; they fail tests; they are placed in "special classes" for slow learners. It doesn't take long for a feeling of inadequacy and failure to sink in and reflect itself in everything associated with school: homework, clubs, teachers, exams, college, counselors. The school labels them as failures and it's hard for them to act differently.

The healthiest response to this humiliating situation is to "drop-out", for it is more face-saving for the human being not to try at all than to constantly fail at everything.

It also seems that the drop-outs are not as close to the Puerto Rican culture as the stayins. There is evidence that the drop-outs do not identify with that culture and that their parents and grandparents have been in the United States longer. This could mean that what they experience in school is not a culture conflict but a sense of cultural loss because they do not have a heritage they can identify with readily. This would mean that they are not bicultural or culturally different but that they are marginal mainstreamers. One thing seems definitely clear and that is that the dropouts do not engage themselves in the culture of the school. They belong to no activities, seem to have fewer friends, do not ask questions in the classroom, and seem to be unable to differentiate between the subtleties which may occur in the school.1/

In the New York City area, the institution that has been in the best position to deal effectively with the post-secondary educational problems of the Puerto Ricans is the City University of New York (CUNY), yet it has fallen short of its expectations.

CUNY's principal efforts to date to service the Puerto Rican community and increase its enrollment of Puerto Rican students have been channeled through its Open Admissions

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1/ Puerto Rican Research and Resources Center, Inc., Determinants of Educational Attainment Among Puerto Rican Youth, in process, 1973.

Program. In a report titled "Status of Puerto Ricans in the City University of New York," María Cuadrado and Carmen D. Hernández summarize the inadequacy of the program to achieve substantial change:

> "The University in 1969 projected that through the Open Admissions Program, in the Fall of 1970, 11.7 percent of the total University enrollment would be Puerto Rican. The achieved enrollment in 1970 was approximately 4.7 percent. A comparison of the projected and achieved enrollment for each major group shows that the projected enrollment for Puerto Ricans was missed by the highest margin."

Furthermore they point out that:

> "The actual achievement of Puerto Ricans in the area of higher education is still lower than the University's enrollment figures indicate. The Open Admissions door into the City University of New York has been labeled the revolving door in and out of college. Of those enrolled in 1971, 35.8 percent dropped out at the end of the first year. Although University reports do not indicate the ethnic breakdown of the quoted attrition rate we can assume that a large number of dropouts are Puerto Rican. This assumption is based on the fact that Puerto Ricans are lowest in the socio-economic level in the City, and are therefore most affected by the Program's lack of financial assistance."

We have limited this overview of the educational morass in which Puerto Ricans find themselves to New York City, where approximately one million Puerto Ricans live today. But there are hundreds of thousands of Puerto Ricans also living in the slums of Boston, Hartford, Stamford, Bridgeport, Rochester, Buffalo, Newark, Jersey City, Paterson, Hackensack, Camden, Trenton, Philadelphia, Harrisburg, Cleveland, Lorain, Gary, Chicago, Miami, Los Angeles and many other cities throughout the

United States. Like their fellow Puerto Ricans in New York City, they share the most deplorable, inhuman living conditions of any group in the nation.

These economic and social realities, coupled with an awareness of the unique cultural characteristics that distinguish the Puerto Rican, have led a group of Puerto Ricans to conclude that there is an urgent need for the creation of a community-based institution that is specifically tailored to the economic, social and cultural needs of the Puerto Rican community in the United States. That institution is Universidad BORICUA.

II. THE PROPOSED PROJECT: UNIVERSIDAD BORICUA 1/

Universidad BORICUA must be an institution that will return to its students the sense of dignity, usefulness and empowerment of those who know who they are, where they came from and where they want to go. It is vital, then, that Universidad BORICUA should define an educational philosophy and a clear set of objectives.

Philosophy

In planning Universidad BORICUA, the opinions of youth who dropped out of high school, adults who desire to return to school, professionals, former prison inmates and gang members, and others have had a part in shaping the educational philosophy on which the Universidad BORICUA concept

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1/ The term BORICUA, used interchangeably with Puerto Rican, is derived from Borinquen, the name given to the island by the Taino Indians who inhabited Puerto Rico before its discovery and conquest by the Spaniards.

is based and which could be summarized as follows:

Education is an integral part of a man or woman's entire life. It does not start or finish at a particular age. It does not separate him or her as a "student" from the rest of the community.

Education does not happen only in a classroom, building or campus of an educational institution. It is part of the whole living experience and as such should include work, pleasure and leisure time, home, neighborhood, etc.

The teacher can and should learn from the student and the student from the teacher and as such Universidad BORICUA faculty and administration will go through a development process where this concept will be understood and incorporated into their functioning.

Language is an integral part of a people's entire vision and concept of themselves, their culture, their history, their worth. Universidad BORICUA will provide Spanish language teaching to those who do not speak it but would like to. A BORICUA institution must participate in the struggle for Puerto Ricans to continue being who they are. Universidad BORICUA will play an integrative and restoring role to the entire Puerto Rican community by providing the sanction, the knowledge,

the appreciation and respect necessary for the BORICUA culture to survive the debilitating effects of living in a non-supportive environment for Puerto Ricans in the United States.

Puerto Ricans must learn to use technology to make the world a more livable place for the human being, not to destroy nature and enslave and exploit people, thus dehumanizing them. Puerto Ricans must learn to see in technology a tool to remove disease and the misery of poverty. Technology must also be made to afford time and leisure for the enjoyment and renewed respect for nature and other human beings.

Objectives

The greater objective of the institution is to arm a cadre of community-based men and women with the knowledge and skills that can transform them and the people around them from objects of a technological society into users of that technology so that we may break the cycle of poverty, deprivation and hopelessness in which so many of us find ourselves. This would be accompanied by an awareness of our past--who we were--, our present--who we are--, and how we can forge our future.

Specifically, the institution aims to:

. Provide higher education for about 2,000 Puerto Ricans in the United States by 1980. This pool of Puerto Ricans will re-

present the growth and enlargement of a leadership in the Puerto Rican community with a sense of purpose and dedication in advocating for the solution of the problems of their own community, as well as their own personal growth.

- Provide access for graduates to a greater number of professions and fields than is available to them now, and to develop and offer curricula in new occupational fields so that Puerto Rican young men and women will be prepared to enter them.
- Develop and offer curricula on bilingual-bicultural education for teachers and administrators. These should result in the creation of a pool of Puerto Rican educators with excellence in bilingual-bicultural education to give leadership and service to the bilingual-bicultural schools and programs of the country.
- Develop programs of outreach into Puerto Rican communities in the United States offering consultation and service through student and faculty internship programs in the BORICUA community and its institutions.

- Develop a strong program of education and retraining for Puerto Rican adults--heads of households, migrant farm workers, prisoners, welfare recipients, women, etc.
- Establish strong programs of research, program and product development and evaluation of educational approaches to Puerto Rican drop-outs. These will be an integral component of Universidad BORICUA's post-secondary education to Puerto Rican students, whose educational preparation falls short of the requirements of traditional institutions of higher learning.
- Establish a clearinghouse of knowledge and information on BORICUA art, culture, history and general knowledge about Puerto Ricans in the United States and in Puerto Rico with special attention to the migration experience. This Clearinghouse of Puerto Rican culture will service the overall community as well as the Puerto Rican community and can interpret and disseminate the BORICUA philosophy, aspirations and views, its life and problems, through literature and other artistic expressions.

Mode of Operation

The philosophy and objectives just outlined cannot be achieved by the type of education offered by existing institutions of higher education. It can only be reached by establishing a university that would have consubstantiality--or common substance--with the community it will serve.

Although Universidad BORICUA has been incorporated initially in Washington, D.C., it will actually offer its educational services primarily in other cities (New York City first, possibly followed by Philadelphia and Boston), as well as in Puerto Rico.

The Research Center, the Chancellor's office and Universidad BORICUA's small coordinating and administrative staff will be housed in Washington, D.C. Also at the Center, some students will do an internship in research while others will be interns in national government and private agencies.

Universidad BORICUA will develop a process of education that will be consubstantial with the Puerto Rican community in all the areas where it will have its learning centers. Universidad BORICUA will aim at creating the kind of environment that is conducive to learning and development. The following are among the fundamental points to be borne in mind in creating this desirable human environment:

- Learning is made easier in small groups that result in a personalized atmosphere, consequently, learning groups at the Universidad

BORICUA will be limited to only ten students each.

- Learning can be more effective when conducted by peers and such a system will be a cornerstone of the learning process at the University.
- The work experience can be a strong element of the learning activity, based on philosophical conviction, not on the economic need for a job.
- Learning will be approached through many avenues and many methods but always through analysis and discussion of real problems. It is the belief of Universidad BORICUA planners that an analysis of the real life problems of a community can spark a learning process that will lead to a search for truth and the existing theoretical knowledge. Students in communication technology, for example, will be encouraged to work in a television station or with the telephone company so that they can learn about the application of the technology to the actual problem-solving experience; students in restoration technology would participate in actual construction work; health technology students in hospitals and clinics, and so forth.

- There will be no fixed entrance and exit dates. Students will be able to enter Universidad BORICUA at any time, as new learning groups will be formed throughout the year. Since education is an open-ended process, there will be no age limitations for enrolling in the Universidad.
- Universidad BORICUA will encourage and recruit strongly among those Puerto Ricans who have been mostly forgotten by the society around them --school drop-outs, prison inmates, farm migrant workers, housewives, veterans, and non-veterans. However, it will also accept recent high school graduates and non-Puerto Ricans, particularly those interested in becoming teachers and who accept the Universidad's educational approach and philosophy.

Universidad BORICUA will grant the following degrees: Bachelor of Arts, Associate of Arts, Certificate and High School Equivalency. However, it will seek not only to prepare technicians and professionals, but educated, well-rounded human beings. The Universidad will offer what is known traditionally as a liberal arts curriculum but approached from a problem-solving point of view. In that sense the students will learn: Philosophy as a method to think and analyze problems; tools of communication, remediation and enrichment, in English and Spanish; the problems of the urban environment and the skills necessary to live in it;

history and culture of Puerto Ricans as related to other people; the arts and symbols of counting or mathematics, measuring, problem-solving and scientific research; economics; and art, recreation and the appreciation of nature.

The learning activity at Universidad BORICUA will be one of total and active participation by and interaction between students and faculty. Each learning unit will be composed of 50 students divided into learning groups of ten students each, plus a tutor-counselor in each group. The learning process can be summarized as follows:

- The learning group meets twice a week with the tutor-counselor.
- The learning unit meets once every three months in a retreat for a weekend.
- All learning units in Universidad BORICUA meet once a year with core faculty and all other faculty and administration in a total university retreat.
- Each undergraduate prepares a program of learning consisting of:
  a) Video cassette courses (discussed in learning group meetings with tutor-counselor).
  b) Weekly discussion day with a peer.
  c) Laboratory courses in a university or college with which Universidad BORICUA has an established relation for the use of

laboratories, library, gymnasium and other facilities.

d) A project in his or her community.

e) A work study job in his or her field.

f) Adjunct professors.

g) A student peer and specific period to study regularly.

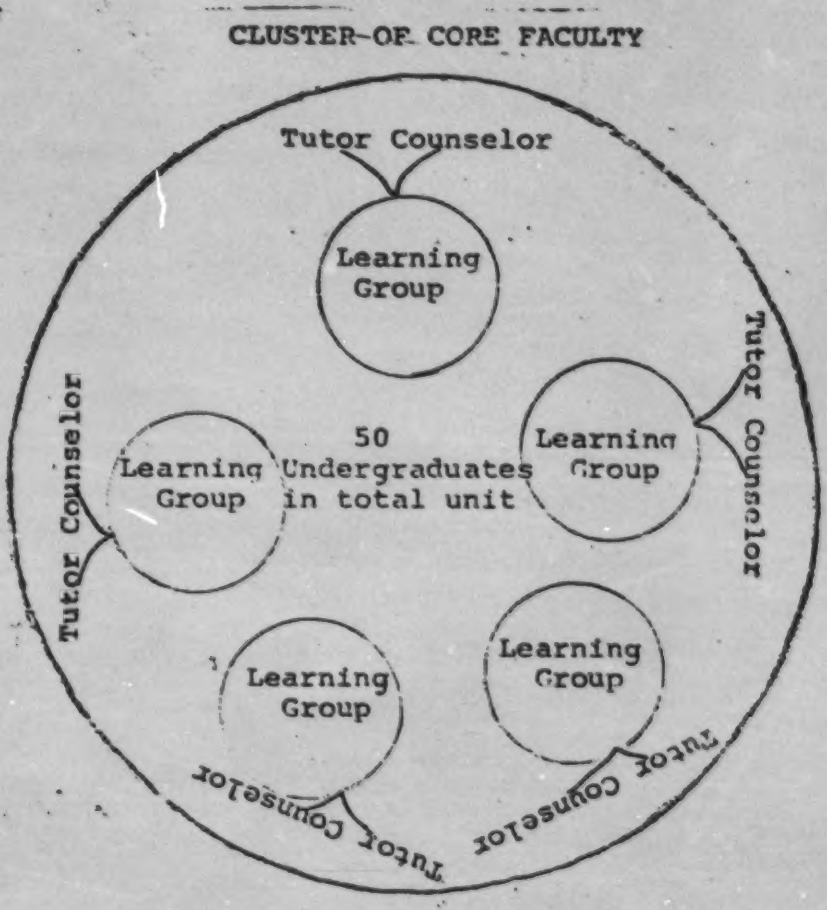
This program of studies or learning plan will constitute the student's contract with his or her learning group. Once approved by the learning group, the contract of each student will be deposited with the core faculty. When the student feels he or she is ready for evaluation, the entire plan or pieces of it will be analyzed by an evaluation committee of five, chosen from the members of the learning group and including the core faculty and the student's peers.

Illustration No. 1 on the following page helps visualize the basic learning unit and the learning process at Universidad BORICUA.

Illustration No. 1

Universidad BORICUA

Basic Learning Unit and the Learning Process



CLUSTER OF CORE FACULTY = The paid faculty of Universidad BORICUA.

TUTOR-COUNSELOR = A graduate student who earns money and credits working with the learning group as his or her work study requirement. The Tutor-Counselor can be a graduate student enrolled in Universidad BORICUA or in another university or both.

PEER PAIRS = The ten students in the learning groups will each choose a peer to whom he or she will relate throughout his or her learning process.

Curriculum

Specifically, the principal fields of study to be offered initially by Universidad BORICUA will be:

Communications Technology

Teaching

Medical and Health Technology

Restoration Technology

Law

The curriculum to be developed will use communications technology not only as an area of learning but as an important educational tool. Universidad BORICUA's approach to technology as an instructional instrument has multi-functional objectives. The University seeks to develop new roles for faculty vis-a-vis the students different from the traditional one. The faculty, tutor-counselors and students will be able to participate in the analysis and comprehension of the materials, in the questioning of it and in the development of solutions to problems raised, as well as in the examination of feelings, moral issues and personal problems the group members are experiencing. But the use of technological aides will allow the student greater independence and initiative for his or her own learning, establishing for himself a pace that is consonant with his particular rate of development.

The technology of education will be used to solve problems which are general to education but which are acutely felt by the Puerto Rican community. Access to higher education

is the first. Puerto Ricans are almost entirely excluded from colleges and universities and this is largely due to a lack of facilities structured to fit their needs. With the aid of technology we will develop programs which will be expanded to include a vast number of persons who at present have no access to education and hence go jobless or are underemployed. Secondly, Universidad BORICUA can emphasize individualized instruction which is particularly needed by students whose educational experience and economic resources are varied but usually below average. And thirdly, educational technology will, once the initial conversion is made, reduce the cost of individual education and render it more efficacious. For a Puerto Rican institution a fourth advantage is gained since it can also best utilize the few well qualified persons available for teaching to a maximum.

General Method

Universidad plans to start with one curriculum at a time in one geographic area. It is conceivable that the first curriculum initiated will be that of Teacher Training in that negotiations in this area are most advanced. Universidad BORICUA has identified several principals in New York City who are interested in having their teacher aides participate in this program. CUNY is the collaborating institution with whom Universidad BORICUA will work in this venture.

As other models of curriculum develop, additional areas will be incorporated in the program of Universidad BORICUA. As the developmental process progresses Universidad BORICUA will

open Learning Units and Learning Centers in other geographic areas mentioned in our total plan.

Curriculum development will be a joint activity participated in by the students, the faculty and experts in particular curriculum areas who are also experts in communication technology.

Universidad BORICUA will secure existing traditional cassettes and other technological materials which are presently available on the market. These traditional curriculum materials will be modified and changed as a result of their use by students, faculty and experts during the first year.

Except for Law which will be learned in an internship program designed to take advantage of New York's allowance of an articled clerkship as an alternative to Law School, the curricula needed to develop the stated programs will be structured on one basic model. The basic concept involved is that learning is planned in relation to work so that all programs related to a specific field will be a clinical education. Thus the analysis of day-to-day experience will be the source for acquiring a theoretical knowledge of each field which in turn will be integrated in the academic curriculum. The process will be structured, however, so that it is reversible to allow those who are unemployed or who are undecided about a particular career to initiate their academic studies before their practicum.

This process will be illustrated in three examples

but before doing so we will set out the general structure for curriculum development:

1. Define the goals of a particular curriculum and list specific concepts, skills and attitudes needed for competency in the chosen field.

2. Engage experts, experienced community persons and prospective students to evaluate the goals and develop the specific components of a proposed curriculum.

3. Revise each curriculum as needed by evaluation standards.

4. Organize the components of each curriculum into small learning units.

5. Obtain the necessary equipment and/or access to facilities for offering program.

6. Obtain commercially or prepare necessary materials to help students master the requisite concepts, skills and attitudes.

7. Establish learning groups of 10 students who will work together in mastering each unit or throughout the program.

8. Begin the learning process by having the students use the materials. Opportunity is provided for the students to evaluate the materials and to assist in improving them or developing new materials.

9. Students who have mastered the curriculum will be encouraged to become tutor-counselors for new students.

10. Evaluate and re-develop each unit and curriculum to ensure breadth of learning and to prevent obsolescence.

11. Develop units to keep abreast of new concepts or techniques in each field as an integral part of the curriculum and as a form of continuing education.

Communication technology as a field of study is also a way of connecting our students to a mastery of the technological world very much in keeping with a future that is here. Universidad BORICUA, in cooperation with educational television 1/ in the United States and Puerto Rico, will educate its students in all aspects of this new world, which has become a major source of jobs with the advent of cable television and the full-blown use of the communications media as educational tools. The Universidad will develop a laboratory to prepare the bilingual-bicultural, video-cassette courses. This will be done through a stationary teaching laboratory, supplemented by a mobile unit in a van. While providing the means for the students to acquire knowledge in this field, the laboratory can serve at the same time as a center for the production of curricular materials to be used by Universidad BORICUA and by others.

1/ The cooperation of the Children's Television Workshop in New York has been engaged to develop the interest of other parts of the television industry in working in this project. The Department of Education of the Commonwealth of Puerto Rico, through the Secretary of Education will make available the television station facilities to work with Universidad BORICUA in this aspect.

Teacher Training

The beginning of this proposal strongly identifies and supports the urgent need for vast improvement in the educational services received by Puerto Rican students. Various studies, including the emerging results of the Research Center's "Drop-out Study", indicate that students achieve better when they are taught by teachers of their same ethnic and cultural background. In a school system as large and as encompassing as that presently existing in New York City, Puerto Ricans hold less than one percent of the professional school positions, including teachers, guidance counselors, assistant school principals and department heads. We feel that these few figures relating to the inadequacies of educational services offered to Puerto Rican students are worth repeating. The New York City Board of Education estimated that 4,200 Spanish-speaking teachers are needed in New York City to adequately meet the needs of the Spanish-speaking children. Even in today's saturated market for teachers, there is an evident need for teachers who specialize in certain fields such as bilingual teachers.

Universidad BORICUA is responding to that need by giving priority to teacher training in the plan for and development of curriculum.

Teacher training will be directed initially at upgrading the academic and professional skills of teaching aides and other paraprofessionals already at work. School principals and supervisors in New York have already been involved in plan-

ning strategies and setting standards for admission to the program. A relationship has been established with CUNY to be the cooperating institution in the educational process of the students enrolled in this education curriculum.

A Learning Unit of 50 teacher aides (those assigned to both teaching and administrative activities) will constitute Universidad BORICUA's first educational activity. The 50 students will be divided into learning groups of 10, each with its own tutor-counselor. Four core faculty members will be assigned to this groups of 50 students and 5 tutor-counselors. The course of study will be separated into two complementary components: the practicum and liberal arts. The practicum will be held at the school where the aides are employed. It will consist of discussions about the problems encountered in the daily work of the aides as well as dialogue concerning their own attitudes and personal experiences related to being Puerto Rican. Concrete knowledge in terms of theory and philosophy of education will be imparted and acquired through recommended readings and some lectures. The education of the aides will be assisted by inputs from the school principal, teachers and adjuncts from both the neighborhood and the educational world. The areas of educational theory, methodology and school administration will be covered in the practicum.

The liberal arts component of the curriculum will be taught through the use of cassettes, visual aid materials and group meetings with the tutor-counselors and core faculty. The liberal arts courses requiring the use of laboratories or other

equipment will be taken at the collaborating institute, CUNY. The collaborating institution will also offer its library services to the student as well as accreditation for the course work taken. The liberal arts curriculum would include the following courses leading to a B.A. degree:

English	Spanish	Mathematics
Philosophy	Economics	Science Biology Chemistry Physics
History		

This program emphasizes the study of the natural and exact sciences because such areas are the worst stumbling blocks in the educational process of Puerto Ricans. The liberal arts curriculum will incorporate Puerto Rican awareness in the subject matter taught as well as in the approach to the methodology of teaching.

Thus students will bring to their academic work their own teaching problems and expertise and at the same time enrich their teaching with their learning experiences--substantive and methodological.

Health Technology

Universidad BORICUA is concerned with the health and mental health problems of the Puerto Rican community in the United States. The 1970 Census indicates an enormous shortage in Puerto Rican health personnel which has a disasterous affect upon the services offered to and received by members of the Puerto Rican community. According to latest Census figures, of the total Puerto Rican employed males 16 years of age and

over in New York and New Jersey (states which have the highest Puerto Rican population rates): 305 are physicians, dentists and related practitioners; 2214 are health workers (non-practitioners); and 3,942 are health service workers. Of the employed females 16 years of age and over in the same states: 942 are nurses; 710 are health workers (non-practitioners); and 2,558 are health service workers. 1/

Although the 1970 Census estimates that there are 1.5 million Puerto Ricans living in the United States, the Research Center of Universidad BORICUA and other reliable Puerto Rican agencies contest that figure with evidence that there are 2.5 millions Puerto Ricans living in the United States and 2.8 million living in Puerto Rico. Of the total Puerto Rican population living in the United States, approximately 80% reside in the New York metropolitan area (which includes the surrounding cities in New Jersey). An appalling situation exists when so few professional health personnel are in a position to capably service a population of the size of the Puerto Rican community in the areas specified. Needless to say, this scarcity of Puerto Rican health personnel manifests itself in inadequate services for the people involved.

In moments of illness, when people are most insecure, frightened and desperate they have no way of relating their feelings to the professional medical people who purport to serve

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1/ U.S. Department of Commerce, Social and Economic Statistics Administration, Bureau of the Census, General and Economic Characteristics, New York, Table 99.

them. Many are reluctant to go to clinics and hospitals where the staff does not speak Spanish, nor understand the cultural experiences surrounding illness for the Puerto Rican. It is difficult, and at times impossible, to make a Puerto Rican mother understand that she must leave her ailing child alone in a hospital--in Puerto Rico she would be permitted to remain overnight with the child. Not only is she unable to stay with her child, there is frequently no one on the medical staff who is able to explain what is wrong with her child in a language which she would comprehend, nor is there anyone who can comfort her, assure her that the child will be well taken care of and put her mind at ease.

It is a known fact that people who are ailing recover faster when surrounded by people they love and by familiar things. It has also been borne out that fear and anxiety regarding the unknown (hospital environment and "Americano" hospital personnel) interfere with recovery. It is absolutely essential that mental and physical medical services be made available to Puerto Ricans by persons who can best understand the people and their problems--Puerto Rican health and mental health personnel.

Out of the great concern for the health and mental health problems of Puerto Ricans and with a knowledge of the scarcity of Puerto Rican health personnel, Universidad BORICUA has undertaken to include the health professions as one of its major areas of concentration in designing curricula for the emerging institution.

Specific skills required to pass licensing examinations will be analyzed and incorporated into the curriculum. Curricular materials and resources for the basic skills will be collected from commercial sources where available and developed by the staff of Universidad BORICUA in cooperation with employers when necessary. Laboratory equipment such as microscopes, pH meters, spectrophotometer and materials for learning aseptic techniques and clinical analyses will be furnished by already existing educational institutions with which we are in the process of negotiating arrangements for their use. New York Medical College housed in Metropolitan Hospital has also been included in this process as a center for work experience in this field.

It is anticipated that the health career occupations would run the gamut from health aides to physicians. Universidad BORICUA foresees the possibilities of including the following health occupations in its curricula: (Universidad BORICUA in designing its health curriculum is building in a career ladder component. No student or graduate would be "locked in" to a particular job level.)

Certified Laboratory Assistant
Clinical Lab Scientist
Cystotechnologist
Dental Assistant
Dental Lab Technician
Diatician & Nutritionist
Dietary Technician
Dental Hygenist
Histologic Technician
Home Health Aide
Inhalation Therapy Technician
Licensed Practical Nurse
Medical Assistant
Medical Record Librarian
Medical Technologist
Nursing Aide
Nuclear Medicine Technician
Nuclear Medicine Technologist
Orderly
Occupational Therapist

Optical Technicism
Optometrist
Orthopaedic Assistant
Pharmacist & Pharmacy Aide
Physicians Assistant
Physician
Physical Therapist
Podiatrist
Radiologic Technologist
Radiation Therapy Technician
Registered Nurse
Speech Pathologist & Audiologist

Health Technology Curriculum Development

1. Prepare a list of skills, concepts and work attitudes anticipated to be needed by health technicians.
2. Have prospective employers rate each item on a scale: Essential, desirable, not important. Leave space on questionnaire for "write-in" items.
3. Tabulate percentage of employers rating each item as essential, desirable or not important.
4. Sort into categories: A-needed by most employers, B-needed by some employers, and C-needed in specialized positions only.
5. Beginning with Category A, locate educational institutions with which to make contractual agreements for the use of labs or acquire access to equipment in on-the-job learning setting.
6. Obtain commercially or prepare "in-house"

necessary instructional materials to help students master skills, concepts, and attitudes needed.

7. Establish cohorts of 10 students who will work together.
8. Begin to have students use the materials and provide opportunity for students to evaluate materials and to assist with improving materials.
9. Encourage students to participate in the development of new materials and the continuous revision of existing materials.
10. Make use of students who have mastered the skills in Category A to serve as peer-teachers for new students.
11. Place students in on-the-job training settings as soon as they have mastered some basic skills.
12. Develop learning materials to assist students in becoming able to learn new techniques on their own--students might survey literature and teach others new skills.
13. Repeat process for Categories B and C.

For Steps 8 through 13, cohorts participate together in learning, evaluation and development of new material.

Restoration Technology

A Restoration Technology curriculum will be developed bearing in mind the dilapidation and deterioration of inner city housing in which most Puerto Ricans live. Universidad BORICUA planners believe that young Puerto Ricans can be drawn into a process of mastery over both their natural and man-made environment, including housing.

As an exercise leading to a Restoration Curriculum, a deteriorated property has been bought in Washington by the planners of Universidad BORICUA. This building, which is being restored and "Puerto Ricanized" in its decor and societal function, will house the Research Center, the Chancellor's and administrative offices of Universidad BORICUA. Universidad BORICUA planners have been closely involved with the architect and contractors in this venture in order to develop a plan for a curriculum in this field of study, which would be initiated with the restoration of other buildings. Work with the architect and other involved in the restoration have permitted us to outline a process where:

1. Universidad students will work, in the short run, directly for contracted firms working in modifying the buildings bought.

2. Increased skills among these students will lead to increasingly sophisticated "understudying" of the processes involved in searching out suitable buildings; securing various legal and technical clearances involved in the purchase;

handling of sub-contractor details, handling technicalities of financing; while at the same time becoming increasingly involved in a number of architectural details, such as drafting and planning under the direct supervision of the architect.

3. Some students will be drawn into full B.A. architectural study programs; others may complete their study at the level of being able to function as contractors and sub-contractors in restoration work.

4. The professional architectural contractor/teaching firms will be gradually phased out, with an eventual Puerto Rican architectural firm, drawn mostly from these students replacing their teachers.

Buildings purchased for this purpose by the Universidad, once restored, will be sold--thus, creating a revolving pool of money to continue the process.

Physical Facilities and Resources

As mentioned previously, The Research Center and the Chancellor's office and the university's small administrative staff will be physically located in Washington, D.C. The Center will serve also as the research facility of the Universidad BORICUA where interns will be able to carry out studies on problems affecting the Puerto Ricans in the United States.

The rest of the operations and teaching will be located in the actual communities in which the students live and work.

To the extent feasible, Universidad BORICUA will use existing resources, rather than create new ones. The Universidad will enter into cooperative agreements with other colleges and universities for the use of facilities such as the general library, laboratories and gymnasium. In addition, the students will attend traditional laboratory courses at those schools. Besides the obvious economic benefits to be gained from using already existing facilities, such cooperating agreements would make possible a healthy interaction of Universidad BORICUA students with those of the area colleges, eliminating the possibility of an isolated, ghettoized education.

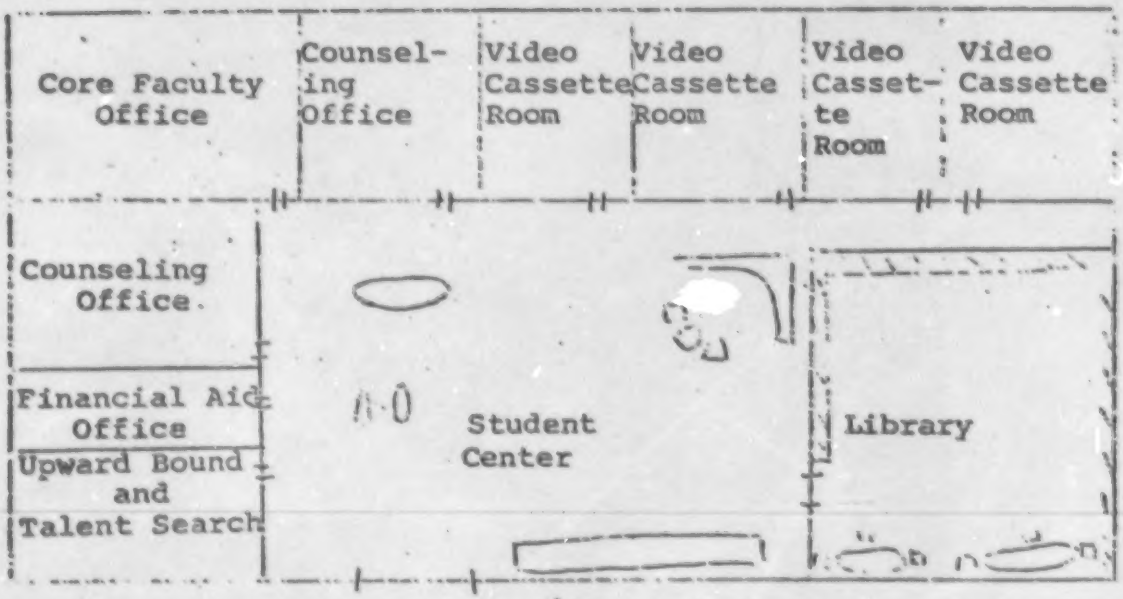
A similar approach will be used in the development of cooperating arrangements with industries and local community agencies. Several industries which employ large numbers of people and which are involved in fields paralleling Universidad BORICUA's fields of study, will be asked to offer work opportunities to students. These employers, besides offering jobs in the fields of study, will serve also as resource people, lending their expertise in management and technology.

The Puerto Rican community will also participate in the educational process by engaging in community meetings which will culminate in the establishment of learning centers in their communities. A series of consultation meetings with both neighborhood leaders and potential students will provide an advisory role in helping to shape those learning centers and the Universidad as a whole.

These various types of working partnerships will make it possible to bridge the isolation which frequently exists between traditional universities, industry and the local communities.

Each Learning Center will be housed in a storefront type of facility in a Puerto Rican neighborhood, in a layout similar to that outlined below. The Learning Center will have multiple functions: counseling, student center, reference library, cassette-viewing center, core faculty office, and financial aid office.

TYPICAL LEARNING CENTER



(Old Supermarket or Factory Type Loft)

Staffing

Universidad BORICUA will be directed and governed by a Council of Trustees consisting of a number of community citizens selected from geographic areas where the Universidad will operate, student representatives elected by the student body of Universidad BORICUA, faculty and administration.

Staff with headquarters in Washington, D.C. will consist of the Chancellor, Dean of Studies, Dean of Administration, Treasurer, Program Developer, Communications Technologist, Chief Librarian, Accountant, Bookkeeper and four secretaries.

The Learning Center in each community will have a basic staff and faculty of six persons each. The core faculty members will hold doctoral degrees or be in the process of obtaining them, and will live in the city where the Center is located. The remainder of the staff will consist of persons holding a doctorate, masters or bachelors degree, or adjuncts who are community persons recognized as distinguished practitioners in their respective fields. A supportive staff of tutor-counselors, and clerical and maintenance personnel will be provided by the students themselves.

The following table summarizes the envisioned faculty, staff, and student composition in the Learning Centers:

LEARNING CENTERS IN EACH AREA:

STUDENTS AND FACULTY

City	Core Faculty	# of Units	Students	Learning Centers
Boston	4	1 X	50= 50	1
New York	8	2 X	50= 100	1
Philadelphia	4	1 X	50= 50	1
Washington, D.C.	Interns: 3 graduates PRR&RC, 12 graduates in agencies			
Puerto Rico		Curriculum Development Summer Residential Component		

Cluster of Core-Faculty — Each carries one unit of 50 students.

Units and Learning-Groups — Each unit consists of 5 learning groups. The learning groups serviced by one tutor-counselor each and the 10 students are divided into 5 learning peer pairs.

Full Time Staff-

- one librarian in charge of the basic reference library and the video cassette courses library
- two financial aid officers who handle the grants, loans and work study jobs
- one center director who supervises the center functioning, the work study staff and the administrative needs of the Center.

Work Study Staff-

- 5 tutor-counselors who meet individually or in groups with their learning groups for tutoring or counseling sessions
- 6 typists
- 10 assistants, two for each staff and faculty.
- 2 maintenance persons

Accreditation

The planners of the Universidad BORICUA will pursue accreditation through traditional channels. After study of the requirements expected by the Middle States Association, Universidad BORICUA will soon open contact with this accrediting institution. While accreditation is being obtained, the accreditations of Goddard College, the University Without Walls, and Antioch University may be used, under conditions yet to be developed, for the purpose of awarding degrees to students which will be acceptable to other institutions.

Project Development Schedule

During the next four months (May-August), a series of activities that have been started already will be intensified:

1. Continue bimonthly community development meetings in New York, Philadelphia and Boston. These meetings help identify prospective students and assess their needs, and will enable planners to select students who can work as consultants in the development period. Also, the findings and results of these discussions will be incorporated into the general plan and curriculum.

2. Continue conversations with foundations and governmental sources to obtain funding for curriculum development and staffing.

3. Continue identifying Puerto Rican educators and administrators who can constitute the core faculty and administrative staff and who will be retained as consultants during this initial period.

4. Continue the planning and development of the curriculum and the academic calendar with participation of student consultants, curriculum experts, faculty, and administrative consultants.

5. Continue working out collaborating agreements with colleges and universities in the areas where Universidad BORICUA will operate.

Some new steps will be initiated also during this period:

6. Open contact with the Middle States Association to start the necessary steps to secure accreditation.

7. Have the student committees elect their representatives to the Council of Trustees.

8. Select other members of the Council of Trustees.

9. Initiate steps for developing the consortium of industries for providing jobs for students and expertise for the Universidad and for possible creation of an endowment fund.

10. Hold a two-week training seminar-retreat of faculty and staff with the purpose of providing intensive training on the approach, methods, curricula, human relations, counseling and interaction with students. During this training, guidelines for and design of the training for the tutor-counselors and other student assistants will be set.

III. SIGNIFICANCE OF THE PROJECT

Among the basic purposes of the legislation which authorized the creation of the Fund for the Improvement of Post-Secondary Education, is "the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experimental learning."

We believe that such purpose is served well by the kind of institution that is described in the preceding Section II of this proposal.

In providing an educational option to a considerable segment of the population which had been previously excluded from traditional universities, the planners of Universidad BORICUA have done it in a way that helps improve the effectiveness and the quality of post-secondary education as a whole. This has been accomplished by incorporating innovative elements in the planning of the Universidad--active participation of students in the planning and learning processes, new forms of faculty-student relationships, use of advanced technology and techniques, development of curricula around community problem-solving and many others.

By pooling available resources from industry, community agencies and foundations, as well as utilizing existing facilities of other colleges and universities, planning and operating costs will be reduced substantially.

In our concern for evolving a way in which Universidad BORICUA will develop sources of financial support after funding

from such sources of development as the Fund for the Improvement of Post-Secondary Education, we have integrated into two curricular fields two sources of funds: 1) the marketing of communication technology educational products; and 2) the sale of restored houses. A third long-term source of money is the development of a fund drawn from parents or other adults establishing educational saving plans for young children to use when they are ready for entering post-secondary education. This idea must still be further developed but we have a committee composed of a lawyer, an economist and a banker at work on it.

IV. SPONSORING ORGANIZATION: PUERTO RICAN RESEARCH AND RESOURCES CENTER, INC.

In December 1969 a new Puerto Rican institution was established in Washington, D.C.: The Puerto Rican Research and Resources Center, Inc. The hopes of the Puerto Rican leadership participating in the initial talks to establish the Puerto Rican Research and Resources Center were related to breaking the silence and indifference which surround the critical situation of Puerto Ricans in the United States. Washington D.C. was chosen as headquarters for the Center because it would give national scope to the Center's inquiries, studies and collection of resources and enable it to be concerned with Puerto Rican communities in all areas of this nation. It was also important to have the Center near to the national resources found in the nation's capital. Funds to establish the Puerto Rican Research

and Resources Center were secured from the Ford Foundation. An agency in New York City, the Puerto Rican Forum, Inc. lent its incorporation, tax exemption and financial resources to set up the Puerto Rican Research and Resources Center. Later in 1970, the Center developed its own board, incorporated, obtained its tax exemption and stated its objectives:

- To identify, through research, the most pressing problems facing the Puerto Rican community in the United States;
- To aid in the development of the resources necessary for their solution and to disseminate to the affected population the gathered information; and
- To establish a system of communication among Puerto Ricans and between Puerto Ricans and other minorities.

It is important to know these brief facts about the Puerto Rican Research and Resources Center, Inc. because Universidad BORICUA was born from the Center. It is important also to know that the people involved in the development of the Center and the Universidad are all Puerto Ricans who have first-hand knowledge of the migration experience for they themselves are migrants who have struggled with the crises that migration has created for the Puerto Rican migrant.

The first efforts of the Puerto Rican Research and Resources Center were devoted to the development of an integrated

program which would prepare the ground work for a university. In evolving the program for the Center the following projects were designed and funds were secured during the eighteen months covered between January 1970 to June 1972:

1. A grant was secured to prepare an annotated bibliography of written and audio visual materials on Puerto Rico and Puerto Ricans, to be published by R. R. Bowker later this year.

2. A planning grant was secured to develop a Clearinghouse of Information on books, articles, pamphlets, periodicals, theses, studies, motion pictures, filmstrips, tapes, recordings and other materials and art products on Puerto Rico and Puerto Ricans. The Clearinghouse will develop a collection of its own, with emphasis on Puerto Ricans in the United States and the migration experience.

3. A grant to establish a graduate research fellowship was obtained through which eight Puerto Rican master and doctoral students became fellows with the purpose of engaging in research on BORICUA problems. These eight Fellows are at present studying at Rutgers University, Columbia University-Teachers College and School of Social Work, Queens College and Georgetown University. They are good prospects for Universidad BORICUA faculty.

4. A grant was obtained to conduct a research study of the reasons why Puerto Ricans have the highest rate of high school drop-outs in any area where they reside in the United States.

5. A grant was secured to research the problems and needs to develop a BORICUA institution of higher education which would address itself to career education and to offering entry to the large number of drop-outs in the BORICUA community.

All grants secured were an integrated approach to the development of a university. The executive director of the agency enrolled in a doctoral program of studies at the Union Graduate School and her doctoral project became the development of the plan for the university. This provided access to many resources and the assistance, guidance and criticism of her doctoral committee. The approach chosen to research the problem and develop the plan for the university is two-pronged:

- To engage in a process with the possible users--Puerto Rican drop-outs and adults who would want to return to school, and with persons in the overall community who have had the experience of developing innovative institutions of higher education; and
- To incorporate into the plan, knowledge obtained through the drop-out study and through reading the literature available on the needs for new institutions and approaches to higher education.

After seven months of work using this method, we find that the process with Universidad BORICUA prospective users and with persons in the overall community who have already attempted to establish new innovative educational institutions has resulted not only in a plan but has placed us in the position of actually establishing the university.

V. EXPECTED SOURCES OF SUPPORT

This Universidad BORICUA proposal is being presented to the Fund for the Improvement of Post-Secondary Education with the hopes of obtaining the initial funding that will permit further development of the idea and establishment of initial operations. Additional funding will be obtained from the National Institute of Education's Division of Educational Technology and the Office of Education's Division of Student Assistance for a related trilogy of Upward Bound, Special Services and Talent Search Programs.

Universidad BORICUA planners, however, cannot and will not rely exclusively on government funding for financing the Universidad.

A first meeting has been held with representatives of various private foundations with a view towards creating a Consortium of Foundations that could either jointly finance the Universidad's program or which could singly, but in a coordinated fashion, finance individual elements of the total plan.

As has been mentioned previously in this proposal, industries in the communities where Universidad BORICUA will operate will be approached to offer jobs to Universidad BORICUA students in work activities related to the field of study of the enrollees, and at the same time provide expertise in management and technology. The possibility of developing an endowment fund by these industries will also be explored by Universidad BORICUA's planners.

Similarly, local schools and other universities, social agencies, law firms, hospitals and doctors' offices, television and radio stations, and other agencies will be asked to join forces to provide job opportunities in the fields to be pursued by Universidad BORICUA students. These jobs will be an integral part of the student's learning process. Those agencies will also be approached to lend use of their facilities to the Universidad in a coordinated way.

Universidad BORICUA has developed a task force of lawyers, economists and other professionals, and friends of the Universidad, to research, organize and establish an educational insurance fund. If this effort succeeds, it will assure a long-term financial base for Universidad BORICUA which will be set soundly in the Puerto Rican community.

VI. EVALUATION PLAN

The Puerto Rican Research and Resources Center has made a commitment to the Puerto Rican population in the United States. This commitment is based on the assumption that we have the ability to establish an insitutiton of higher learning principally geared to Puerto Rican students. That with the following important components students could successfully complete a college education in spite of their previous academic and scholastic performance: 1) the building of an element of self-confidence and group identity in the students; 2) the availability of technology; 3) an opportunity to work; and 4) peer counseling and tutorial support.

We think that the effectiveness of this new experience can be greatly increased if we develop new mechanisms for evaluating the success of the proposed idea. This is one of the principal reasons we are trying to provide for a research component that will address itself to the overall and inter-phase goal evaluations through basic research and development.

Evaluation will be defined as the collection of information about the objectives of a program and the means for implementing these objectives, with a view toward assessing the degree to which the objectives are realized. This assessment enters into decisions regarding the adoption, continuation or modification of objectives and means for implementation. Such data may also suggest areas where objectives may have to be altered.

We have research and development goals in both parts of the process working out methods for implementing objectives. In order to develop means for aiding Puerto Rican college students in achieving success, there must first be some explanation for why these students have traditionally failed. Such explorations would come under the heading of basic research. The utilization of the results of such research for the development of procedures to overcome what has been widely referred to as the "drop-out" syndrome would come under the heading of development.

The overall research format for the Universidad BORICUA program is summarized as follows:

1. Compilation of the results of research contributing to an exploration of the "drop-out" syndrome.

2. Application of these results in the development of specific procedures within the educational setting.

3. Evaluation of the success of such procedures with the view toward modification and updating.

This evaluation is done internally for the internal purposes of the institution. Another input will be coming from the outside. This external evaluation will have as major sources of input the community that Universidad BORICUA is serving, the outside academic institutions where Universidad BORICUA students are in attendance and their work placement.

The question of whether the benefit achieved by the project justifies continued expenditures of resources must be faced. This benefit can be measured both by the success with which the project realizes its stated objectives (project evaluation) and by the impact of the program in the community (external evaluation).

Description of Research Activities

During the first year of the establishment of Universidad BORICUA, which is the current stage, the three steps of the project evaluation are being implemented. Universidad BORICUA is a community-based insititution, structured following the results of a research study which is attempting to identify the causes of the "drop-out" syndrome in the Puerto Rican student population.

The first progress report of the "drop-out" study1/ seems to point to the following factors:

- Puerto Ricans who have knowledge of the Puerto Rican culture seem to stay in school in greater proportion than the ones who didn't seem to have this knowledge.
- Puerto Ricans who have recently migrated seem to be doing better in school than those whose parents were born here.
- Puerto Ricans who have been taught by Puerto Rican teachers seem to be doing much better than those who never have had Puerto Rican teachers.

An understanding of these findings should help us predict the behavior of Puerto Ricans in the school system.

Motivated by the information coming from this study, the basic components of the university learner-centered approach have been established.

The recruitment process serves as part of the information-gathering evaluation process. We have organized groups of prospective students who have been discussing the plan for the University. As their input is incorporated, the Universidad BORICUA idea is already being evaluated.

Universidad BORICUA will model several structures based on a structure of unusual cultural strength for Puerto

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1/ Determinants of Educational Achieverents of Puerto Rican Youth is a study in process funded by NIE, being done by the Research Center of Universidad BORICUA.

Ricans: the Puerto Rican family. In the "family", we hope to create authority that could be implemented through group work, responsibility and creativity. The university should give to the student the group strength and Puerto Rican cultural support which no other institution in this society provides. The learning group should also provide this. We expect a supportive fraternity to arise from it. Every three months the tutor-counselor should meet with the students to assess individual progress and the effectiveness of the peer learning process. Changes in the arrangement of the group should be made after each meeting depending upon the achievement of each member. Instruments for the gathering of data will determine the changes in the structure and functioning of the different learning groups and relationships, such as the tutor-counselor, the core faculty, the librarian, and the role of adjunct professor.

The work experience would provide students with practical learning that will lead toward greater employment success. The evaluation that employers and supervisors on the job will provide would be the best indication of our capability. Evaluative tools to assess Universidad BORICUA's work/study approach, including giving credit for work experience, is crucial to the success of this kind of education. This type of evaluation tool will be developed with the aid of a panel of experts who have dealt in fields related to the world of work in which the students are engaged.

The adjunct professors should be people from the community with knowledge and insight into the areas which the students are studying. Their input into the learning process should be evaluated yearly by students in the total retreats.

The core faculty will be evaluated at the end of each year by the students and administrators and finally by the Trustees. The criteria for evaluation should take into consideration the following: the role of the core faculty; creativity in the development of curriculum; individual responsibility of each core faculty member; needs for the next year; involvement in the Universidad BORICUA project; and other criteria developed by the Trustees.

The administrators will be evaluated at the end of the year by the students, the tutor-counselors, core faculty, the community and finally, the Trustees. The evaluation should use as criteria the following as well as others that may develop: involvement with Universidad BORICUA; administrative efficiency; relations and responsiveness to the community; responsiveness to the needs of constant reevaluation of programs and needs; responsiveness to students and faculty needs; and responsiveness to the Trustees' directives.

The Trustees should be included in the evaluation process. We do not foresee conflicts between students, administrators, faculty and Trustees, because we conceive of the University as a highly collective enterprise. All persons involved in the institution are holders of responsibility, so

all will be evaluated. The work of the Trustees will be evaluated every year through questionnaires by students, faculty and administration. Criteria for evaluation will be: demonstrated interest in the institution; activities for securing funding for the institution; activities for enhancement of the prestige of the institution; responsiveness to the community; interest in innovation; and understanding of activities toward fulfilling the original goals of the institution.

An evaluation will also be done of the curriculum used in the first year. Its relevancy to the professional needs of the students and to the needs of the community should be taken into consideration. At the end of the first year, with the complete results and the accompanying insights gained from the "drop-out" study and the first year's experiences of Universidad BORICUA, the Trustees will have sufficient data and material for making the evaluational retreat experience before the second year the first complete evaluation of the entire educational process.

The evaluation of the original aims of the Universidad should also be conducted annually. The Trustees should conduct this evaluation through an analysis of what the university has accomplished in terms of the seven aims that this proposal states in the chapter on objectives. This evaluation should run for a seven year period (-1980) at which time we would be able to ascertain if our goals had been accomplished.

Being a small university we expect to maintain close contact with our graduates after they leave and give their full time and expertise to our communities. We don't expect to lose contact with them. Rather we anticipate continuing our relationship as a community institution so that we may continue our real evaluation by the society as a whole. The input of this evaluation should be continually incorporated into the institution.

Cost Effectiveness/Cost Benefit Model

The planners of the Universidad BORICUA are committed to delivering a dollar value for every dollar spent in the program. To assure this, a detailed cost effectiveness/cost benefit model, fully integrated with the evaluation design described above, will be completed prior to the establishment of operations. It will include the following major elements:

. A comprehensive goal-setting mechanism for each output element defined in the Chapter on Objectives. The mechanism will provide quarterly milestones, where applicable and will target both the total output and the unit cost for each element involved.

. A regular reporting format and schedule setting actual results against the established output and cost-per-unit goals.

. A semi-annual review of goal and cost parameters, including recommended revisions as required.

. A semi-annual cost benefit review focusing on non-quantifiable elements will utilize attitudinal

questionnaires and other mechanisms to present shifts in student and community self-image, measureable performance on standard examinations, attitudes toward change, etc. This model will provide for further validation of those major non-quantifiable results of the Universidad BORICUA program which are central to its goals.

. An annual cost effectiveness/cost benefit report, which will summarize the previous years' performance against the quantifiable goals and cost-benefit parameters, describe progress toward non-quantifiable objectives, and set goals for the following year.

APPENDICES:

Appendix I: Table I

Appendix II: An Overview of the Puerto Rican Migrant

Appendix III: Resolución Conjunta Senado de Puerto Rico

TABLE 1

ANALYSIS OF KEY ECONOMIC AND EDUCATIONAL INDICATORS OF 1.1 MILLION PUERTO RICANS IN THREE STATES OF GREATEST PUERTO RICAN CONCENTRATION

	New York			New Jersey			Pennsylvania		
	Whites	Blacks	Puerto Ricans	Whites	Blacks	Puerto Ricans	Whites	Blacks	Puerto Ricans
Median Income	$11,034	$7,297	$5,698	$10,157	$6,027	$5,789	$9,734	$7,169	$6,255
On Welfare	4.6%	20.1%	28.8%	3.1%	18.3%	20.0%	3.4%	19.8%	23.1%
Below Federal Poverty Level	7.0%	20.1%	29.6%	4.8%	18.9%	24.3%	6.7%	22.1%	30.3%
Unemployment									
Total	3.9%	5.4%	6.9%	3.7%	6.6%	8.0%	3.5%	6.6%	6.9%
Men 16 and Over	3.4%	5.6%	6.1%	2.8%	6.0%	6.0%	3.2%	6.8%	7.0%
Women 16 and Over	4.5%	5.2%	7.8%	4.7%	7.3%	9.9%	3.9%	6.4%	6.8%
Educational Attainment Adults 25 and Over									
Median Yrs. of Schooling	12.2	10.8	8.8	12.1	10.5	8.3	12.0	10.4	8.0
Less Than 1 Yr. H.S.	27.1%	33.9%	55.8%	27.2%	36.0%	59.7%	28.6%	35.8%	61.5%
Finished H.S.	54.2%	34.8%	20.9%	54.1%	36.2%	20.4%	51.6%	33.2%	18.9%
Finished College	12.7%	4.2%	1.2%	12.5%	4.1%	2.0%	9.1%	3.4%	2.6%
Educational Enrollment 1970									
14-15 Yrs.	97.0%	94.1%	91.4%	97.6%	93.6%	90.1%	96.9%	95.6%	92.0%
16-17 "	92.0%	84.5%	77.3%	93.1%	84.7%	71.3%	91.9%	86.6%	68.1%
18-19 "	63.3%	47.1%	41.5%	59.9%	44.9%	37.2%	56.6%	41.4%	32.8%
20-21 "	37.0%	16.5%	9.8%	33.1%	14.8%	7.3%	33.4%	13.9%	9.9%

Source: General Social and Economic Characteristics, 1970 Census of Population. U.S. Dept. of Commerce.

APPENDIX II

AN OVERVIEW OF THE PUERTO RICAN MIGRANT

A. Socio-cultural background

For many and diverse reasons, Puerto Ricans are different from Americans. Racially, Puerto Ricans are a new people, a product of the New World, forged out of the mixture of Taino Indians who had migrated from South America, Spanish colonizers and the Africans brought into the island as slaves. Smaller groups of other Europeans, as well as some South Americans fleeing from political turmoil in their countries and a group of Chinese workers brought in to work on the fortifications, added to the racial mixture that we know today as a Puerto Rican. There are Puerto Ricans who look white; there are Puerto Ricans who look black; there are Puerto Ricans who look Indian; but the majority of Puerto Ricans look "Puerto Rican". As a result of this racial mixture Puerto Ricans as a group cannot be fitted into the black or white categories established by the United States.

Since 1493 when the first white men, Spaniards, arrived in Puerto Rico (Borinquen as the Tainos called it), 480 years of living have forged a definite culture for Puerto Ricans. A culture with a basic Spanish core but with definite and distinguishable traits from the Indians and the African components of the population has been passed on from generation

to generation. This culture has withstood a strong crush exerted by American colonizing efforts for 75 years, since 1898 when the United States Army invaded Puerto Rico. The Puerto Rican culture can be described briefly as follows:

- it is expressed and communicated in the Spanish language;
- it is propagated through a strong, large family which traditionally has been of the agricultural/rural type, with patriarchal strains but with growing urbanic trends and the normal changes which accompany it for the role of the members of the family and in all institutions of society;
- it is formal in its relationships, with stylized behaviors, rituals and ceremonies;
- it has basic mixtures of religious/philosophical ideology--African, Indian and Catholic; with a relaxed, almost indifferent, approach to official dogma and church attendance;
- it values the dignity of each person for their personal qualities and it values personal communication over other forms of human relations; it values group rights over individual rights;
- it has a basic Mediterranean Latin core in its formal and informal code of control and laws; and

- it values the development of appreciation and expression of feelings and it values an awareness of death as an ever-present, natural and final eventuality in every person's life.

These and many other characteristics of Puerto Rican culture make its bearers the object of a serious conflict in living and adjusting to American culture which is in many ways in an opposite position to it.

The immigration of BORICUAS into the United States has resulted in a tragic disintegrating experience for the migrant but especially so for his children. What factors particular to the experience of the Puerto Rican child in school and society lead him to academic failure?

What makes a Puerto Rican child in the United States different, and therefore, his educational problems unique, are the facts that he:

- comes from a poor class home;
- speaks in most cases only a foreign language -- Spanish;
- was born in, and/or lives his daily life in a different cultural milieu than the majority of children around him; and
- in many cases, is not white by American race classification.

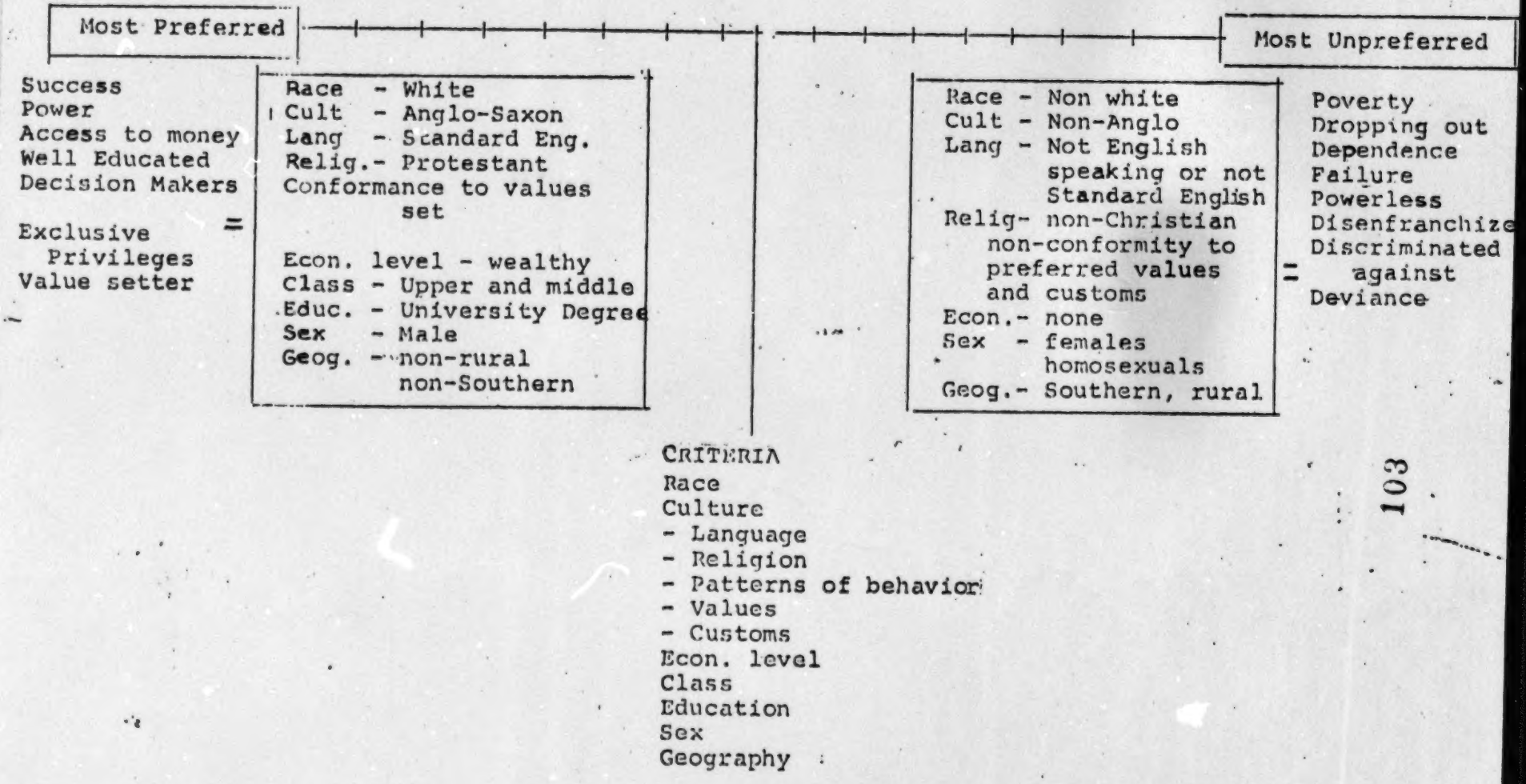
These factors in the life of any human being in the

it brings upon that person all the punishments, oppressive and racist treatment and designations which accompany such status.

The school system is the institution basically responsible for preparing Americans for accepting or rejecting enrollment in either side of the ledger, preferred or unpreferred. There are some who cannot choose the preferred side even if they would want to because of all the "right", "good", "desirable" characteristics a person must possess, race is the most important. Persons with the "wrong" race (non-white) are not accepted as preferred, excepting a few to show as expressions of generosity and broadmindedness, on the part of the preferred. The chart on the following page will help the reader in identifying the qualifications for the preferred status and those for the unpreferred status. The extreme boxes on both ends of the graphic indicate the degrees of privilege and success, and degrees of need and failure.

Model of Preferred - Unpreferred Americans

Taught and Promulgated by the School System



B. Economic status

Economically, Puerto Ricans constitute the most deprived minority in the nation as a whole. Their incomes are low, with great numbers below the stated federal poverty level; high percentages are on welfare; and they suffer chronically high unemployment rates. (See Table 1)

Closer scrutiny of the New York City area helps to understand the magnitude of the economic problem which they face. According to a U.S. Department of Labor survey conducted between 1968 and 1969, 1/ Puerto Ricans have the least education, the highest unemployment rates, and the lowest paying jobs of New York. Moreover, they are locked into industries with large seasonal fluctuations in employment.

Language difficulties and poor educational attainment have forced the Puerto Rican to look to manufacturing as a major source of employment. In 1969, 42% of all working Puerto Ricans were engaged in factory employment, compared to 22% of all other N.Y.C. workers. Since 1959, the manufacturing field has declined 13%--causing large numbers of Puerto Ricans to be caught in a declining sector of the City's economy, with few resources for advancement or change. (See Table 2)

Unemployment rates run high. Nearly 10% of Puerto Ricans surveyed by the Department of Labor were unemployed --almost three times the rate for the City as a whole.

1/ U.S. Department of Labor, Bureau of Labor Statistics, The New Puerto Rican: Patterns of Work Experience, New York, May 1971.

(See Table 3) In 1969, 6.0% of the 26,100 Puerto Rican males heading households and 12.5% of the 13,300 Puerto Rican women heads of household in New York were unemployed, rates that were infinitely higher than those for white heads of household in the City.

The minimal standard of job qualification is considered by many employers to be a high school diploma. Generally, Puerto Ricans over age 25 have not gone beyond the 8th grade; while, on the average, residents of N.Y.C. had completed 12.1 years of schooling. Only 11% of Puerto Rican men surveyed and 14% of women had finished 4 years of high school. In other words, Puerto Rican workers must compete in a labor market with men and women better qualified than themselves.

TABLE 2

DISTRIBUTION OF PUERTO RICAN EMPLOYMENT IN MAJOR FIELDS

Industry	Percent distribution: Puerto Ricans poverty areas, 1968-69	All workers New York City, 1969
Manufacturing.....	42%	22
Services.....	19	20
Trade.....	18	20
Government.....	9	14
Finance, insurance real estate.....	6	12
Transportation and public utilities...	5	9
Contract construction and mining.....	1	4

Source: U.S. Department of Labor, Bureau of Labor Statistics, The New York Puerto Rican: Patterns of Work Experience, New York, May 1971.

TABLE 3

Unemployment rates by occupation of last job, Puerto Ricans, major New York City poverty areas, July 1968-June 1969, and New York City, 1969

Occupation	Puerto Rican Poverty Area	New York City
Total	9.6	3.6
White-collar workers	6.2	2.2
Professional and technical	1/	2.5
Managers, proprietors, officials	1/	2.3
Clerical workers	6.1	2.4
Sales workers	1/	2.3
Blue-collar workers	10.5	4.9
Craftsmen and foremen	1/	2.6
Semiskilled workers	12.3	5.7
Unskilled workers	1/	7.8
Service workers	6.8	3.8

1/ Rate not shown where labor force is less than 5,000.

Source: U.S. Department of Labor, Bureau of Labor Statistics, The New York Puerto Rican: Patterns of Work Experience, New York, May 1971.

The result is that Puerto Ricans living in N.Y.C. poverty areas earn less than any other group. (See Table 4) These low earnings are reflected in the low incomes of their families. The median income of Puerto Rican families was

$5,054 during 1969-69, less than 3/5 of the median income of American families generally.

Of particular concern is the large number of male Puerto Rican household heads (20-64) who gross less than $100 per week for full time work: 71% of all Puerto Ricans surveyed; 62% of all men over 16; and 86% of all women over age 16.

In a society where there is a close relationship between education and employment, little change can be expected in the economic situation until more Puerto Ricans are given a fair opportunity to obtain a higher education.

TABLE 4

Annual earnings of year round full time worker household heads, 20-64, major New York City poverty areas, July 1968-June 1969.

Earnings	Puerto Rican Men	Puerto Rican Women	Negro Men	Negro Women
Total	18,600	2,600	42,400	20,700
Percent distribution	100	1/	100	100
$0-2,999	7%	-	4	13
$3,000-3,999	16%	-	10	29
$4,000-4,999	28%	-	23	25
$5,000-5,999	23%	-	23	18
$6,000-and over	26%	-	40	15
Median annual earnings	$4,965	-	$5,570	$4,261

1/ Percent and median not shown where base is less than $5,000.

Source: U.S. Department of Labor, Bureau of Labor Statistics, The New York Puerto Rican: Patterns of Work Experience, New York, May 1971.

APPENDIX III

ESTADO LIBRE ASOCIADO DE PUERTO RICO

7ª ASAMBLEA LEGISLATIVA

1 SESIÓN ORDINARIA

SENADO DE PUERTO RICO

R. C. del S.....

8 de marzo de 1973

POR PETICION

Presentada por el senador Benítez Martínez, Méndez, Junte y Hernández

Referida a la Comisión de

RESOLUCION CONJUNTA

Para declarar que la Universidad Boricua merece el apoyo del Estado Libre Asociado de Puerto Rico por ser una institución de enseñanza superior al servicio de los puertorriqueños residentes en los Estados Unidos y para asignar $150,000.00 (ciento cincuenta mil dolares) para becas a los estudiantes que cursen estudios en dicha Universidad Boricua.

EXPOSICION DE MOTIVOS

En la lucha por mejorar sus condiciones de vida los puertorriqueños han buscado oportunidades de trabajo en las ciudades y campos de los Estados Unidos: muchos han establecido sus domilicios en varios estados de la Unión; otros van y vuelven en afanosa peregrinación de trabajo y ahorro; todos integramos una comunidad de valores y aspiraciones.

Al crear y mantener un amplio sistema de instrucción en instituciones públicas y privadas el pueblo de Puerto Rico ha demostrado su fe en la educación como el camino de enaltecer la dignidad del ser humano y conservar y ampliar los logros alcanzados.

La comunidad puertorriqueña de los Estados Unidos-niños, adolecentes y adultos- no ha alcanzado el mismo grado de escolaridad y educación para el trabajo vocacional y profesional que sus compatriotas en Puerto Rico. Donde quiera que residen los puertorriqueños como grupo alcanzan las tasas más altas de deserción escolar; un número exiguo de profesionales trabaja incesantemente por brindar servicios a una comunidad cada día más numerosa.

La Universidad Boricua es una institución de enseñanza superior que los puertorriqueños han levantado para educarse como partícipes responsables de la sociedad, compleja y dinámica, en que viven. Su programa de estudios va encaminado al desarrollo de para-profesionales y profesionales en la ciencias y las artes, a fomentar la educación de obreros, a propulsar la investigación y diseminación de las condiciones y valores sociales y culturales de los puertorriqueños y a enriquecer la educación general de la comunidad. Cuenta con el apoyo y la cooperación de varias instituciones docentes-públicas y privadas-y de distinguidos educadores dispuestos todos a ayudar en la iniciación y desarollo de una universidad que ha de enriquecer la vida intelectual y cultural de los Estados Unidos.

RESUELVESE POR LA ASAMBLEA LEGISLATIVA DE PUERTO RICO:

Artículo 1. El Estado Libre Asociado de Puerto Rico apoya la Universidad Boricua por ser una institución de enseñanza superior dedicada al servicio de la comunidad puertorriqueña de los Estados Unidos.

Artículo 2. (a) Se crea un fondo especial en el Departamento de Instrucción Pública con el único propósito de becar en la Universidad Boricua estudiantes puertorriqueños de capacidad comprobada que no cuentan con los recursos económicos necesarios para sufragar los gastos de su educación. Se asigna la cantidad de ciento cincuenta mil dólares ($150,000.00) de fondos no comprometidos del Tesoro Estatal a dicho fondo especial.

(b) El Secretario de Instrucción Pública promulgará un reglamento para la administración y la autorización de desembolsos del fondo especial creado en el inciso (a) de este artículo.

(c) La Universidad Boricua rendirá un informe al Secretario de Instrucción Pública detallando el uso de los fondos desembolsados.

Artículo 3. Esta Resolución comenzará a regir inmediatamente después de su aprobación.

APPENDIX 3

UNION FOR EXPERIMENTING COLLEGES AND UNIVERSITIES

June 12, 1973

Dr. Thomas Gillis
North Central Association of
Colleges and Secondary Schools
5454 South Shore Drive
Chicago, Illinois 60615

Dear Tom:

This note is to inform you that at its meeting on June 8, 1973, the Board of the Union for Experimenting Colleges and Universities voted to accept the Universidad Boricua for admission into the Union for Experimenting Colleges and Universities and its University Without Walls program. The recommendation to accept the Universidad Boricua into the Union and its UWW program followed an earlier recommendation of the Executive Committee and was based on a report of an internal audit team of the Union which visited with the Board of Directors of Universidad Boricua and studied the plans and prospectus of the University.

The action of the Board means that the Universidad Boricua is now a regular member of the Union for Experimenting Colleges and Universities and that the program is regarded as a UWW program. The Universidad Boricua should therefore be added to the list of UWW-Union institutions as filed with you in our report of May 23rd. The Universidad Boricua thus should be added to the U.S. Office of Education listing for institutional eligibility as a UWW unit of the Union. Materials relating to the Board's action and the Universidad Boricua application to the Union are enclosed with this letter.

I will plan to be in touch regarding the meeting you proposed for the last week in August.

With all good wishes.

Sincerely yours,

Samuel Baskin
President

SB:sp
Encl.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 5 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

CC: Edwin Hallenbeck, Director of Research, Coordinator, Accreditation Processes, UECU
Tony Pantoja, President, Universidad Boricua
Blanca Cedeno, Chairman, Universidad Boricua
Reamer Kline, Chairman of the Board, UECU
James P. Dixon, Chairman, Executive Committee, UECU
Charles Bunting, Fund for Post-Secondary Education